HundrED Yearbook 2019

hundrED

Contents

Introduction

HundrED is a non-profit organization that discovers, researches and shares inspiring innovations in K12 education. HundrED was born from the notion that in a world becoming increasingly connected and globalized, education can still be very local and isolated in its practices. Our goal is to support improvement in education and inspire a movement, opening up valuable innovations to spread across the world. The goal is to be the world's leading expert on scalable education innovations by 2020. HundrED is unique in its solution-oriented approach to education. We go beyond just identifying problems by highlighting existing solutions already improving education worldwide. We focus on celebrating, inspiring and empowering all stakeholders to create positive change in education, striving for inclusivity and openness. What we share in our media is grounded in HundrED's research and only shares innovations and ideas that have been identified as innovative, impactful and scalable.

SUPERCELL

HUNDRED YEARBOOK 2019 – EDITORS

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Foreword from HundrED

We are thrilled to announce our HundrED 2019 Collection.

HundrED.org is a not-for-profit organization, which seeks and shares inspiring innovations in K12 education. Our goal is to help improve education and inspire a grassroots movement by encouraging pedagogically sound, ambitious innovations to spread across the world. Annually, we select 100 innovations to our Global Collection, as well as leading research Spotlights, either on a thematic basis or highlighting innovations within a geographic region.

We have our own research team identifying and analysing inspiring things happening in the classrooms all over the world. Thanks to our HundrED Ambassadors, active in over seventy countries, we also have our eyes and ears on the ground. To make sure no stone is left unturned, HundrED Open allows anyone, anywhere in the world, to upload their innovation and share it with us for free. As a result, we've researched over 3000 innovations from every continent.

When we search for educational practice we look for three key characteristics. Practice should be innovative: applying fresh, new concepts to bridge gaps in the education sector. The innovation should be making evidenced impact on young people's lives, improving their educational experience, for their particular context, helping them to flourish. Finally, the innovation should be scalable, meaning others can either use it in their own educational setting or adapt the concept to suit their needs. Innovations are scaled on these three fundamental measures, which we believe to be imperative to support our mission: to forward the improvement of education all over the world

Within this report you'll find many insights into the the state of education innovations today. Where do they come from, what are the key trends and what is the world of education still missing? Our hope is that all education stakeholders, from teachers to other education professionals, from students to parents, are inspired by what you find here, and that these impactful, scalable innovations will find their way into as many classrooms as possible.

We would like to thank hundreds of inspiring innovators, our passionate global community and our partners who all have contributed to this research. Your passion and efforts in transforming education is something to admire and celebrate.

Saku Tuominen

Chair of the Board
HundrED

Our goal is to help improve education and inspire a grassroots movement by encouraging pedagogically sound, ambitious innovations to spread across the world.

HundrED Manifesto

The purpose of education is to help **every child flourish**, no matter what happens in life.

The foundation of basic education and traditional academic skills will always play an important role in education. However, to thrive as global citizens in a fast-changing world we need to develop a breadth of skills, establishing core values and attitudes along the way.

We are keen advocates **of a child-centered** approach, championing personalized, passion-based and authentic learning opportunities. We also believe the relationship between an inspired educator and their student will remain essential.

All of this should be reflected in the learning environments of the future, growing inclusivity and diversity, prioritizing holistic wellbeing and opening up to the wider community. To encourage motivation, assessment must be aligned with the core purpose of helping children flourish. To move forward with the above, we require visionary leadership at every level, from **all stakeholders** in our education ecosystem, including youth.

FOR INNOVATORS

Do you have an innovation the world needs to know about? It's free to share your work on HundrED.org and we are happy to promote your valuable work.

FOR IMPLEMENTERS

Looking for innovations to suit your needs? Discover inspiring, pedagogically-sound innovations from around the world. If you need help, don't hesitate to contact us.

This is our theory of change

Direction

At first we need to decide the key values we believe in, how we can help every child to flourish.

Innovations

Then we have to identify impactful and pedagogically sound innovations that we believe can make change happen at scale.

Implementation

And finally, these innovations have to be implemented well.

What we do in practice

HundrED Global is a collection of 100 inspiring innovations in K12 education that are researched, interviewed and recognized by our research team as innovative, impactful and scalable. The first selection (HundrED Global 2018) took place in October 2017. The collection is refined annually to share a snapshot of some of the most valuable, impactful and scalable innovations in the world of education.

HundrED Spotlights create partnerships between HundrED and local partner organizations to focus on a location or theme to research, understand and share 10 innovations. At the end of each Spotlight, the process is packaged to support spreading and insights on innovations, including a research report and inspirational videos, photographs and interviews.

HundrED Open is our open resource platform where anyone can share their innovative work in education for free and enter to be considered for the annual HundrED Global collection.

HundrED's Community comprises of our innovators, users and supporters. They support our work in discovering inspiring K12 education innovations to be researched by us and helping to spread our annual innovation collections. We have a booming community of Ambassadors, as well as Academy members who provide invaluable support in selecting innovations and growing our outreach.

HundrED's Media team create news items and articles, and maintain HundrED's social media and website to help our global audience discover innovations from around the world. HundrED Media aims to inspire every stakeholder in education, from teachers to parents to policy makers, to make a positive change where they are in the world to help young people to flourish.

HundrED's Research team discover and analyze inspirational innovations in K12 education globally to select 100 that are innovative, impactful and scalable; helping young people to flourish. HundrED research also develops new tools and approaches to understanding innovation, as well as publishing original research, such as the 'Every Child to Flourish Report', to understand stakeholders needs and how to support change worldwide.

To celebrate the release of HundrED's Global Innovation Collection we annually organize a HundrED Innovation Summit for the world's most inspiring education innovators, educators, youth and other engaged stakeholders.

HundrED Community

We want to create a global community and make the world of K12 education truly inclusive.

'At HundrED, we believe in the power of connections and collaboration. Our innovator community showcases to the world that educational innovations can scale. HundrED Ambassador communities comprise of all stakeholders in education such as: teachers, school leaders, parents, policymakers and other education enthusiasts.

WHO MAKES THE HUNDRED COMMUNITY ECOSYSTEM ?

1. **Innovators:** Education innovators around the world.

2. **Implementers:** Schools and educators who are willing to try innovations selected by HundrED in their classrooms to give us and our innovators valuable feedback.

3. **Ambassadors:** 197 education and innovation enthusiasts from 60+ countries who voluntarily act as our collaborative community around the world. They help us discover and share inspiring K12 education innovations from their region and area of expertise.

4. **Academy Members:** 100+ stakeholders in education (experts, educators & young people) who support feedback and selection of the HundrED Global Collections annually.

WHAT DO WE DO WITH OUR COMMUNITY?

Every community member group has different needs and interests. For our community members, we provide:

1. **Personalized support** through our Helpdesk.

2. **Updates, know-how and resources** through our monthly newsletters, articles, social media channels and articles on our site.

3. **Opportunities to meet and connect** through our partner events, Spotlights and our own annual event, the HundrED Innovation Summit, in Helsinki.

4. **Online interaction and engagement initiatives** like WEBnesday Facebook live webinars, monthly thematic talks and teacher testimonial articles.

HOW DO WE CONNECT, SUPPORT AND CELEBRATE OUR COMMUNITY?

Our community members have various platforms through which they connect and collaborate.

1. HundrED Community on the website
2. HundrED Facebook Community Group
3. Our Facebook Page
4. Our Twitter Page

Impact at HundrED

Introduction

At HundrED we recognize the **vitality of research** in education. That is why social research runs through the core of what we do, as we believe utilising research in education will ensure greater progress throughout the ecosystem for all stakeholders. The research we focus on aims to ensure that **every young person worldwide will one day have access to impactful and scalable innovations**. This type of work informs all stakeholders across education - from educators in classrooms who seek trustworthy sources to policy leaders who have access to the voices of youth in our 'Every Child to Flourish Report'. Our unique combination of multi-method, child-centric research methods enables us to understand the broad and narrow focuses of education to create real change worldwide.

HundrED's research team have grown from focusing on one country's journey of innovation to discovering and analyzing scalable innovations in K12 education globally. Each year their research, alongside input from a multi-stakeholder academy, selects 100 innovations that are impactful and scalable. The goal is to support improvement in education and inspire a movement, opening up valuable innovations to spread across the world. In this endeavour HundrED's research also focuses on developing new tools and approaches to understanding innovation in education, as well as publishing original research, such as the 'Every Child to Flourish' report, to understand stakeholders needs and how to support change worldwide.

The Land of Education:
Making the Invisible Visible

Finland, well known as a country that fosters equity in education, is where HundrED began its first step into educational research of innovations in 2016. Born as an official celebration programme for Finland's centenary of independence in 2017, this timing and the origin of our company's name, provided a perfect opportunity for an education themed initiative. The vision for this initiative was to create change nationally, making innovation visible across its country whilst also sharing the findings with the world, all for free.

HundrED gained funding from the Finnish government to explore what the next 100 years of education could look like, recognizing that for Finnish education to thrive, it must be dynamic and proactive in its development. With its strong foundational trust in teachers, they began with the basis of excellence the country already has, inviting teachers and all stakeholders to share their innovative practices for showcase. This created a fantastic opportunity to review and celebrate education innovation nationally, but most importantly, it created an amazing opportunity to break down barriers in education.

In the classroom it can be so rare to know what is happening in another classroom in your own school, let alone in classrooms around the country or world. This initiative transformed those closed doors around Finland and flung them wide open.

Method

With over 750 applications received from across the breadth of the country, with themes spanning the spectrum of K12 education, tackling a diverse multitude of needs, the response to making innovation visible was overwhelming. Applications were analyzed and selected by 20 advisory board members of Finnish education specialists to evaluate many facets of their work. Factors included scalability, community benefits and quality of pedagogical framework. 200 innovators were invited to the HundrED offices in Helsinki to pitch their ideas which were fiercely debated by the experts with the intent that 100 would be selected and followed for one year online. These innovations can be explored on HundrED's site today as the Finland 100 Collection.

At the end of the two year process, all selected innovations were celebrated throughout various events around Finland, ending in December 2017 with a Gala Summit, thanked publically by the Minister of Education, for their outstanding contributions in the development of education.

Impact

CASE STUDY

It has often been said that innovations do not scale, yet find below examples of the HundrED Finland innovations that demonstrate this successfully!

- **Icehearts**: 32 teams in 10 different locations

- **Mobile school**: 80% (1978) of Finnish elementary schools participated

- **Reading Grandmas & Grandpas**: More than 60 schools involved, launched a new website with resources already in Finnish, French, and German and adding more in English and Russian

- **The World's Largest Parents Evening**: In 2017 more than 20,000 parents attended this event at their own school

- **Student Agents**: Spread to more than 100 Finnish schools

- **Learning house**: Over 10,000 users

- **Triplet**: More than 10,000 teachers use this service daily

- **Year of Entrepreneurship**: This program includes over 160 schools with over 4500 young people

Feedback from Finnish innovators

SEPPO

"We have been carrying the HundrED badge proudly and I have to say a lot has happened in a year: we have earned more recognition internationally (BETT Awards in London 1/2018) and domestically as the City of Helsinki has made a 2(+1) year contract with us buying our tool Seppo to every teacher in Helsinki!

It has been fantastic to see how our innovation that started in a Finnish Upper Secondary School can make a big impact locally around the world: Seppo is being used by teachers from Helsinki to Hong Kong and Dubai to Sao Paulo and they have all found a way to make it relevant for their students in their local environment."

INTO SCHOOLS

"The event was a BLAST for us last year as we made a lot of great contacts via Saku's help and otherwise during dinners and talks during lunches and breaks. But now that we have a lot more going on in terms of an actual EU large scale project in six countries close to 1M budget as well as a significant ECE deal w/ the City of Helsinki here in Finland, being elected to Education Finland and more!"

How Finnish Innovators Are Making Bold Changes To School Culture

Finland has long been synonymous with outstanding education, in large part due to its recurring top 10 status in PISA rankings and its reputation for having some of the world's most happy and secure kids. But that's no reason to be complacent, even the best education systems in the world will be left behind if they don't continue to innovate and evolve.

Luckily, experimentation, evolution and fine tuning are some of the things that the Finnish education system does best.

Sir Ken Robinson explains, "The heart of Finland's success to date has been a sense of professional discretion and professional responsibility, but with a deep vein of innovation coupled with fundamental principles of teaching and learning."

The education specialist cites the highly personalized and collaborative system, which places trust in teachers to use their "professional discretion", as some of the keystones for Finland's education success. He adds, "I think that's why Finland has become an exemplary education system for many people around the world - far more effective across a range of measures than most other systems and certainly more so than most school systems in North America."

But with the world changing so rapidly, "there will be fresh challenges with the curriculum, fresh challenges for teachers in evolving their pedagogy and the country itself will continue to evolve, culturally, and technologically," Robinson warns.

The Finnish education system is constantly innovating, one example being the recent curriculum changes which took the bold move to shun traditional subject-based learning in favor of a more multidisciplinary approach to learning.

Innovation also happens at the municipality level. In 2008, Lappeenranta city made a bold and strategic decision to train all elementary school staff and students in the municipality in a positive, solution-based approach to interaction.

In any school, students and staff face challenges throughout the day. Whether it's falling out with friends, clashing with colleagues or facing a steep learning curve. It's just a part of being human. So why not include these valuable life lessons in schooling? Learning how to cope effectively with issues as they arise will stand children in good stead throughout their school career and well into adulthood.

Problem-solving skills could be learned as a side-effect of other curriculum objectives, but Lappeenranta city acknowledges the importance of these skills by specifically integrating these learning experiences into the curriculum and school culture. This way, everyday problems become learning objectives and the conversation around them becomes solution-focused.

As well as teaching effective models for conflict resolution, the model contributes to an overall positive school culture. Individual's strengths are focused on and the whole community masters the art of positive communication. These schools know that the words we use matter and have the power to shape our reality.

This city-wide change in school culture sounds like a challenge – and it is – but one that Mari Routti, Head of The Department Of Education in the city, thinks is worthwhile. "Although the required investment for training and creating a new solution-focused working culture is quite substantial, the great thing is, that there are no additional costs. Just by changing our ways of thinking and socially interacting the quality and results of working practices will improve," Routti explains.

Participating teachers have cited an improved school atmosphere and improved relationships between staff and students as a result of the program.

It's not just top-down decrees that are changing the landscape of learning in Finland. With the relatively high levels of freedom, trust, and respect that Finnish teachers are afforded, there are plenty of educators taking the opportunity to try out exciting innovations for themselves.

Our global youth survey revealed that 56% of young people want their learning experience to be more personalized to themselves and their needs. Pekka Peura, a Finnish teacher, understands how important this is, saying that "Personalized learning is one of the most significant trends in education and pedagogy at the moment".

Peura created Personalized Learning Paths for his students, a Finnish answer to the flipped learning movement. It provides a theoretical framework for how each and every learner can be treated as an individual at a practical level, despite schools often having large and heterogeneous classes. The method is also easily applicable in different environments and subjects without significant financial resources.

The theory and practical application of this teaching model were developed by Peura in 2009, giving high school students a seven-week study assignment instead of the usual shorter learning objectives found in most curricula. This proved to be a hit amongst learners, improving learning skills and also school satisfaction.

These personalized learning paths provide students with a concrete, visualized and easily understandable list of goals. The paths are designed to guide students from their current level of knowledge towards a higher level of competence, with self-assessment and peer-review providing opportunities to reflect on skills, develop autonomy, and take ownership in learning.

Ownership of learning is powerful. Our global youth survey found that student comments "suggest that their education could be greatly improved through greater autonomy, authenticity, and personalization. There is a strong sense in some of the comments that they do not feel valued or recognized as individuals, that no one pays attention to what they are interested in…".

Student Agents, a Finnish approach to technology use in schools, empowers students by recognizing their interests and strengths and positioning them to share these with the school community. This model develops the technology skills of the whole school community by recruiting tech-savvy students as tutors for their peers and, crucially, their teachers.

The model involves a careful mapping of digital needs within the school, identifying student's strengths when it comes to technology, and training the entire school to understand the benefits and purpose of Student Agents. Individual learning paths, either within the school or with another Student Agent school, help to ensure they are getting the most out of their experience.

This approach is certainly applicable to other contexts outside of Finland. In the US, for example, 86% of teachers consider it either important or absolutely essential to use educational technologies in the classroom, yet only 18% of teachers report using ed-tech tools on a weekly basis. Could having technology integration and support as a part of the everyday school culture see these figures creep upwards?

Student Agents is based on the understanding that when it comes to using digital tools in school, people often need help with them, but don't know how to ask for it. Implementing even small changes to the school culture could transform the way students learn and teachers work.

These represent just some of the Finnish innovations that made it on to our list of Inspiring Innovations in 2018. It just goes to show that no matter how effective an education system is, there should always be room for forward-thinking innovators to push the boundaries.

Global Views:
Leading Innovation
for Scale & Impact

With the success of discovering and implementing brilliant and scalable innovations across the nation of Finland, there was a demand for HundrED to develop this model on a global scale. Following the traction of the site, with a user base growing from multiple countries around the world and expanding interest from stakeholders worldwide (IDEO, Supercell, Nokia, XQ and Bett), as well as local interest from the Ministry Of Education, Finland National Board Of Finnish Education, University of Helsinki and Jyväskylä; a foundation for the global model was formed.

To evaluate interest, HundrED began by conducting and filming interviews globally, focusing on thought leaders in education to understand their vision for education and its future spanning five core areas: Skills, Assessment, Learning environments, Leadership and Teaching. Their expertise, passion and inspiration, as well as the common theme that much needs to be done to improve education worldwide, solidified the urgency to adapt the model from Finland for a wider audience. Their insights can be found on our site for free, with wisdom shared from education thought leaders such as: Sir Ken Robinson, Pak Tee Ng, Sugata Mitra, Anneli Rautiainen and Pasi Sahlberg.

Method

In the winter of 2016, the Finnish approach was adapted and developed to become our global research process. The goal was to select and package 100 education innovations, showcasing the breadth of incredible work happening across the scope of education, to share and spread worldwide.

Since October 2016, we have researched over 2750 innovations, chronicling them based on over 150+ categories in education, tagged for ease of access on our site today. This was to establish the breadth of areas innovation occurs, with categories that include themes such as empathy, maths and personalized learning. In our second round of research, we also categorised innovations based on identified needs of stakeholders worldwide.

HundrED seeks innovations in a multi-faceted way. We conduct desk-based research, utilising a variety of research databases, including partners such as Teach for All, and analyse recommendations from our multi stakeholder Academy, receive applications the worldover via HundrED Open and follow social media and news trends.

Our research is then chronicled in extensive databases and potential innovations are shortlisted according to their innovativeness, impact and scalability. HundrED established three core research criteria based on a deep analysis of innovation literature in education and beyond. The questions the research team established at the core of their analysis were:

Innovativeness: Valuable improvement within the context

Impact: Established for at least 1 year with demonstrable evidence

Scalability: Adaptable in new environments with commitment to scale

To understand innovations as deeply as possible a semi-structured interview template was developed. To date, the research team has conducted over 400 online or in-person interviews, typically lasting between 1 and 2 hours. Innovators also share online materials, such as research reports and presentations to deepen our understanding of their work. Alongside qualitative research we have developed a working scales prototype to gain a current and potential data capture point of innovations in relation to their innovativeness, impact and scalability. We aim to develop these scales for validation in 2019.

All of this is supported by our growing HundrED Academy replacing the previous advisory board model. The Academy is compiled of 100 stakeholders in education and consists of one third experts, one third educators and one third young people to engage multi level stakeholder feedback. Once selected, we work closely with our incredible innovators to create easy-to-understand packages, so that they are accessible, easy to follow and discoverable. These toolkits are just one of the many ways in which we can provide access to the best education innovations globally.

When experts were asked:
"Do you feel that current education methods fully prepare students for the needs of the 21st century?"
Not one person said yes.

Our global innovations are then shared throughout the next year by our media and community team. Everyone's voice is welcome as we realize that no singular point of view can change education for the better. HundrED's Community comprises of our innovators, users, and supporters who are passionate about improving education through collectively discovering, creating and sharing inspiring innovations in K12 education. We further have a booming community of Academy members as well as Ambassadors, who provide invaluable support in selecting innovations and growing our outreach. We engage and connect members of our community through newsletters, online discussion groups, webinars, personal support via email and video calls, and face-to-face meetups and events, though, many community members initiate communication with each other.

To share the voices of our community we have a unique approach to media in the field of education. We make sure every story is inspirational and positive, uplifting educators and audiences worldwide to make sure they feel supported and appreciated to make the change locally. All of our articles and videos are of the highest quality, as we believe that those working in education deserve the very best. Our aim is to simplify our audience's lives by only sharing innovations that have been proven to improve education, and through taking complex information and sharing it in an accessible way that makes innovations easy to implement. We want to make sure that our audience – from parents, to students, to educators to policy makers – feel like they can trust the innovations we've picked, understand why they're important and know how to make them happen.

What we learned during our first year of research, is that there is no shortage of innovation in the education sector.
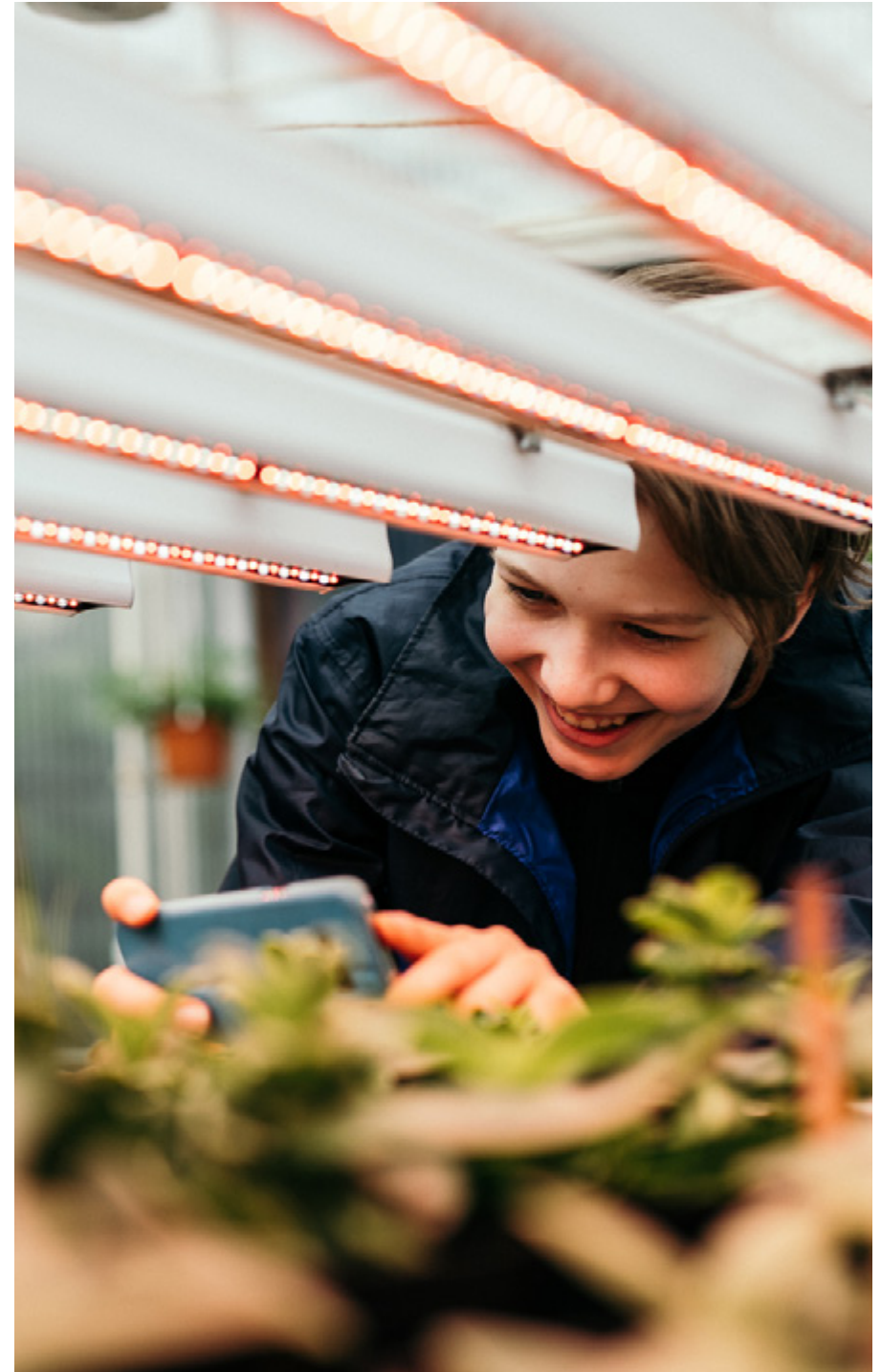
RESEARCH PROCESS

1. Formal (academic) and non-formal (social media, mainstream media, professional connections) channels are used to seek innovative educational practice. Innovations are also sought through HundrED Open (an online open submission platform).

2. Innovations are reviewed based on innovativeness, impact and scalability. See Table 1.

3. Relevant innovations are contacted, if they have not submitted via HundrED Open, they will share a short overview of their innovation and an invitation to share a toolkit format of their work.

4. If the form and toolkit continue to be relevant and address a key need (see Table 2), they will receive an invitation to interview.

5. An in-depth semi-structured interview is conducted between the innovator and a research team member to gain a deeper understanding about the innovation. All interviews are recorded and reviewed by other research members.

6. Post interview, the innovation is assessed against 14 further key criterion: A clear, valuable goal that addresses a need, a structured implementation design, purposeful collaboration, pedagogically sound methods, a child/human centered approach, relevance to context, inclusivity, improvement in outcomes, evidence of improvement, elevation of educators, family/community/government engagement, adaptability, sustainability and cost effectiveness & affordability.

7. HundrED's research team then reviews all innovations and narrows them down to 150 innovations that meet all criteria sufficiently, and are ready for review by the HundrED Academy for selection. The Academy assess innovations in their area of expertise according to current and potential value. Our Youth Academy members vote on a smaller sample of 15 innovations according to relevance.

8. Based on Academy feedback and HundrED's research, selections are made to ensure our Global Collection highlights some of the best innovations from a balance of countries, non-for-profit/for-profit innovations, across the entire breadth of researched needs.

TABLE 1. INNOVATION REVIEW MATRIX

	1	2	3	4	5
INNOVATIVENESS	Slight chance + improvement from norm	Moderate change + improvement from the norm	Significant change + improvement from the norm	Vast change + improvement from the norm	Brand new concept that vastly changes & improves the norm
IMPACT	Demonstrate through no. of users only	Anecdotal evidence demonstrating at least moderate benefits	Internal monitoring report of notable benefits	External evaluation demonstrating significant benefits	Published research paper/s demonstrating significant benefits
SCALABILITY	Exists in country of origin + small no. of users	Spreads across region / country + moderate no. of users	Spread to more than 1 country + moderate no. of users	Spread to several countries / across continents + high no. of users	Spread to nearly every country / widespread + high no. of users

TABLE 2. MAP OF ALL EDUCATION STAKEHOLDERS PERCEIVED NEEDS OF WHAT SHOULD IMPROVE IN EDUCATION

BREADTH OF SKILLS	Inter & Intra Personal Skills	STE(A)M	Arts & Humanities	Life Skills	Media & Digital Literacy Skills	Career Skills		
INCLUSION & DIVERSITY	SEND	Gender	Race, Ethnicity & Identity	LGBTQIA+	Rural, Distance & Home	Socio-economic Equity		
EDUCATORS	Professional Development	Educator Training	Curriculum, Resources & Tools	Mindset, Role & Relationships				
HOLISTIC WELLBEING	Space and Environment	Family, Carers & Community	Health	Mental Wellbeing				
ASSESSMENT	Reflection	Evaluation	Documentation					
PERSONALIZED LEARNING	Individualized learning	Adaptive Technologies	Authentic experiences					
GLOBAL CITIZENSHIP	Intercultural & Multicultural	Supporting Countries in Humanitarian Crisis	Sustainability	Multilingualism				
LEADERSHIP	Budgets & Funding	Policy & Systems Processes	Utilising data & research	Innovative ecosystems	New and Changing Pedagogies and Approaches	Partnerships	Whole School Models & Cultures	Transition from K12
YOUTH	Children's Rights	Voice & Participation	Youth-led innovation					
BASIC EDUCATION	Early Childhood	Achieve Numeracy	Achieve Literacy	Access & Integration				

Impact

VISIBILITY

As HundrED's global research team dug deep into researching the scope of innovation in education, through the selection of the global collection we have achieved increased visibility to some of the most impactful and scalable innovation across the sector. The sheer scope researched, as well as the high number of users on site (including some single toolkit views of up to 15,000), demonstrates that we are bringing education innovation to the world in a way never done before.

Additionally, we have hosted 40 WEB-nesday FB lives by both our innovators and ambassadors, while more than 50 innovations and the works of approximately 25 ambassadors have been showcased in our community resource newsletters. We also have weekly newsletters which goes out to 6000 subscribers that cover our in house articles and innovation toolkits. Furthermore, when lead team members presenting around the globe, to audiences of 1000+, innovations are continually showcased. Where previously audience members rarely, if at all, had even heard of this incredible work, they are now given the opportunity to explore and engage with a variety of innovations globally.

Over the course of the year, we profile the innovations in articles on our website, write about them for external publications and promote them on social media, helping to bring visibility to their work.

"Thank you so much for involving me in this project! Having gone through the website, I have learnt a lot from other organizations around the world. It's the best platform to learn from."

– Memory Banda, Founder of Foundation4GirlsLeadership, Malawi, Academy Member 2018

"HundrED is the best partner you can have to share your innovation. First, it validates that what you're doing is innovative, scalable and has an impact. Then it gives you the opportunity to share it to the world and connects you to a network of schools, educators, students and institutions and also allows you to keep learning from other innovators that share their innovation as part of HundrED. It really is an honour."

- Lissette Rojas, Trix and Trax, Venezuela (HundrED 2018 Innovator & Ambassador)

**HUNDRED ACADEMY BRINGS
CREDIBILITY AND TRUSTWORTHINESS**

As leading industry experts, utilising the latest in-depth research process with innovations reviewed by stakeholder experts and teachers worldwide HundrED provides resources for all education stakeholders through innovations they can trust.

In our articles and social media, we only profile innovations that have been selected by us and have therefore been thoroughly researched. We want to make sure that our audience is only discovering and implementing innovations that genuinely improve education, and for us to be a trusted resource for them.

WHO MAKES THE HUNDRED ACADEMY?

Our HundrED Academy consists of all stakeholders in education, from educators to students, innovators to experts from a wide variety of countries. Our members make up an eclectic mix spanning the breadth of education and related fields, sharing their knowledge and experience, as well as passion and drive for inspiring innovations in education.Their expertise and insights drive our selection of the annual 100 Global Collection.

We are deeply grateful to our Academy members for their invaluable insights and feedback. Meet all of them at hundred.org.
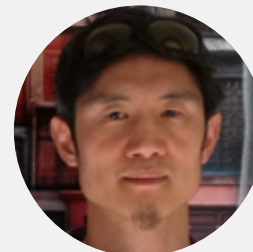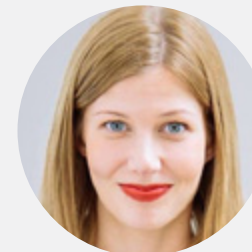
PAK TEE NG

MEMORY BANDA

VISHAL TALREJA

ISABELLA HENRIQUES

HSUIEH DEAN LEE

IIDA-MARIA PELTOMAA

ACCESSIBILITY

Our research team works closely with innovators, as well as our design and product development team to create materials and resources that make it easy for stakeholders worldwide to understand and implement innovations at scale. With free to use toolkits, our media news pieces utilizing accessible language, and community support, implementing each innovation couldn't be easier! Our 193 ambassadors, from 60 countries, share these innovations relevant to their context and areas of expertise. For example, our media-savvy innovators showcase innovations through local articles and radio shows, whilst some teachers implement the innovations and share about their goals with their school. We also have ambassadors traveling the world and discovering innovations worldwide to ensure innovators the worldover get the opportunity to be celebrated and showcase their work.

Since Nam Ngo Thanh joined our HundrED community as an active Ambassador he discovered fellow innovator Koen Timmers work 'Global Learning'. Nam realized that the projects set up by Global Learning would be extremely meaningful and beneficial for his students, so he organized for them to take part in projects like the Project Water, the Human Differences Project and the Climate Action Project. Because of this Nam told us; "My students have had the opportunity to connect with global classes and to learn about global issues such as the importance of water for life, gender equality and climate change issues."

INCLUSIVITY & DIVERSITY

When researching and selecting innovations for the 100 global collection, we take an active role in ensuring that there is a breadth of representation around the globe. In a world of globalization, we must ensure a diverse breadth of innovation is represented. This includes all levels of our membership, from academy to community members, as well as inclusivity across age and gender. This year we have innovations from 36 different countries, Academy members from 28 different countries and ambassadors from 60.

From the innovations we select, to the images we use on our website, to the people we interview, we're dedicated to making sure that every aspect of our work is inclusive and diverse. Improving education globally is our goal and we make sure to reflect that in every aspect of our website and media, so that everyone can find an innovation that works for them, and to hear the positive contributions every culture is making to improving education.

"Diversity guarantees that there will be differences. By weaving together a quilt of the many different ways those of us in the HundrED Academy define and overcome the challenges of education in our specific areas, an overall pattern will emerge which may bring us to the tipping point in education much sooner."

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– Hsuieh Dean Lee,
HundrED Ambassador & Academy Member 2018

"If our main intent is to do what's right for the learner, then we must seek the voice of every stakeholder. The only way to create sustainable impact is to work collaboratively across all sectors of society. The voice of Hundred must be built on inclusivity and diversity."

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– Elizabeth Lopez,
HundrED Ambassador & Academy Member 2018

The research we conduct is intentionally shared with our wider community in multiple ways and we use the framework from our state of the debate review to lead discussions and spark new conversations around the globe pertaining to education. We create impact by facilitating conversations on a global scale via thematic talks, workshops around the world (e.g. at ISTE), web-nes-days, blog pieces, and by producing original research. Our community group makes up nearly 800 members globally who celebrate this innovations. We also have a playlist of 40 Facebook Lives discussing and sharing innovations dynamically on social media.

"HundrED Thematic Talks focus on pertinent topics or issues in education, hosted by innovators and experts in the field. They offer a balanced perspective, opportunities to interact with other educators and researchers, and resources to learn more. A great way to spend an hour!"

– Elizabeth Crawford, HundrED Ambassador & University Professor, USA

HundrED Ambassadors Share Their Journey as Global Teacher Prize Finalists

The Global Teacher Prize celebrates the importance of teachers and the powerful impact they have on their students, their community and the wider world. The US $1 million award is presented annually to an exceptional teacher who has made an outstanding contribution to their profession. This year's winner was Andria Zafirakou, an art and textiles teacher transforming the lives of young people affected by poverty and gang violence in inner-city London.Among the many amazing finalists this year we were thrilled to see two HundrED Innovators, Nataliia Kiseleva and Koen Timmers, as well as two HundrED Ambassadors, Barbara Zielonka and

Nam Ngo Thanh. We caught up with our Ambassadors to find out what being a Global Teacher Prize Finalist means to them.

CELEBRATING EXCEPTIONAL EDUCATORS

Barbara Zielonka, Top 10 Global Teacher Prize Finalist, is a teacher of English in both vocational and academic classes in a Norwegian high school. Making clever use of technology and projects such as 'genius hour', Barbara motivates and inspires her students and helps previously low-achieving or undermotivated students to thrive.

This isn't the first time this outstanding teacher has gained recognition. In 2017 she received Norway's prestigious Gullepleprisen for effective IT use in teaching and was the only European teacher to receive a Great Global Project Challenge Grant prize 2017, for her innovative school projects. Zielonka described her involvement with the Global Teacher Prize, saying, "It was a long process, but it was definitely worth it. Meeting more than 150 teachers who were finalists in the past and this year, showed me that there are people out there who are interested in education, willing to share their expertise and knowledge with others and believing that every child should have access to education no matter what."

HundrED Ambassador Nam Ngo Thanh is an innovative teacher from Vietnam. Nam has been nationally and internationally recognized for his approach to integrating creativity and technology in the classroom. As well as being a Top 40 Finalist for the Global Teacher Prize 2018, he was also named Educator of the Year Asia 2017. He described the whirlwind of attending The Global Education and Skills Forum, where the Global Teacher Prize is presented each year, saying; "The four days at the forum are fast, every moment there is something that makes us proud we became teachers".

This passionate teacher dedicates his spare time to teaching orphans unable to attend school due to financial restraints, as well as teaching students in low income public schools, discussing crucial topics such as sexual abuse prevention, online internet skills and career choices. Nam's passion for teaching is self evident; "In my opinion, the standard for a teacher to be involved in the Global Teacher Prize is that teaching is done with the heart. Even if you are working in a full-fledged environment, if you lack the love of your students, the material will become meaningless. It is the love of children that will do wonders. Once the teaching work comes from love, you can easily awaken the students' passion for learning."

Nobody enters the teaching profession because they are motivated by money, so it's no surprise to hear that the prize money wasn't a focus for either teacher. "The most exciting part of this award is not the one million dollars that the prize brings but the opportunity to be part of the best teacher community in the world", explained Nam Ngo Thanh. "We all feel like one family because we share our passion for education... I totally agree with the statement Maggie MacDonnell (Prize Winner 2017) gave in her session at the forum: "A million dollars can not buy the moments we've spent at the Global Teacher Prize."

LOOKING TO THE FUTURE OF EDUCATION

This year, the theme at the Global Education & Skills Forum was 'How do we prepare young people for the world of 2030 and beyond?'. Nam explained, "I loved the theme this year. As you know, the world is growing every hour, every minute and this is changing the roots of our everyday lives. Who can say in advance what will happen? How will life around us change? As a teacher, I see that future education needs to integrate with the 4.0 revolution. Facing the rapid changes in science and technology, teaching methods must change...a backward education program will not create the right people for the future. Instead, these people can only be created by a liberal education."

But teaching in a changing world is never going to be simple. He continued, "This revolution also places great demands on transforming teacher roles. Teachers must be technology oriented and responsible not only for teaching but also for learning. They have to take into account the needs of each student, creating a student-centered learning environment that enhances creativity, curiosity, and learning motivation. The value of the teacher is not as a lecturer but a guide, a catalyst to help students to orient themselves in learning."

Both finalists were left brimming with ideas and inspiration for the coming years. "As Nelson Mandela once said 'Education is the most powerful weapon which you can use to change the world' it is my strong belief that schools should teach students how to solve real-life and complex problems and create global learners who are passionate about their work and understanding towards people of different viewpoints, religions and race", Barbara reflected.

"Global citizenship, global leadership and educational technology have already a clear place in my curriculum, and it is hard for me to envision teaching in the 21st century without the focus on these three pillars", she continued, "In my future teaching practices, I am going to focus on connections-based learning, dynamic learning and inquiry-based learning. There is nothing more important than the preparation of my students for their future workplace. It is my aim to stimulate curiosity and promote lifelong learning in my classroom."

For Nam Ngo Thanh, the experience of the Global Teacher Prize helped solidify his belief in collaboration and his passion for global learning. "I always want my students to be global citizens so that they can adapt to the world's development in different cultures...Today, I am working with children on projects related to caring, self-esteem, development goals of the United Nations... I believe these projects will help them reach those humanitarian values."

While there were many incredible speakers at the event, Nam Ngo Thanh recalls being profoundly moved as three students from Marjory Stoneman Douglas High School in Parkland, Florida, shared their experiences surrounding the recent school shooting. "When I heard the children share the deaths of their friends in the classroom, I could not hold my tears." he recalled. Attending the forum also made him reflect on the need for more inclusion in education, saying, "Education for children with disabilities is also a concern for me after attending the Global Education & Skill Forum. Give all children the chance to study!"

AN INSPIRATIONAL EXPERIENCE

Sharing what being a Top 10 Finalist means to her, Barbara said - "Being recognized by other amazing teachers from all over the world means a lot to me. I feel very humbled and honored to be one of the Top 10 finalists. This nomination means a lot to me. Not only because it recognizes my work, but especially because it shows increased recognition of the importance of teachers and the work they do! Teachers do matter!"

Nam Ngo Thanh reflected on the experience, saying "Each person who is a teacher is an important factor to change the world. I feel so lucky to be one of those wonderful people...Their sharing, their experiences have inspired me so much about a very special career that we all devoted our passion to. My passion for teaching is aroused more than ever."

Being selected to the HundrED Global Collection celebrates the quality of work across the innovation education sector. There is a deep appreciation of the methodology used for selections, and those who attend the Summit are all provided with a chance to share about their work at the event, whilst being live streamed, celebrated and recognized in multiple formats, from social media to awards, global press and beyond. Our Facebook page, for example, posts positive stories throughout the year and since January 1st 2018, we have grown from approximately 3200 followers to nearly 5000. Our reach for the Facebook posts and videos has drastically grown with a 16 time jump seen in the average minutes spent by our subscribers on our page. From 1 January 2018 - 11 October 2018 , on average, this grew from 6559 minutes spent to 104,777 minutes.

"BRAC was honored to participate in the inaugural HundrED Global Innovation Summit last year. The rigorous application process elevated an impressive community of education innovators from around the world. This made the opportunity to exchange ideas and develop partnerships at the convening much more rewarding. As a development organization, the unique mix of attendees provided a rich and diverse pool of resources to draw inspiration from, and the Summit offered a bridge to new audiences and a global platform to share out work. We are eager to return."

– Matt Kertman, BRAC, USA
(HundrED 2018 Innovation)
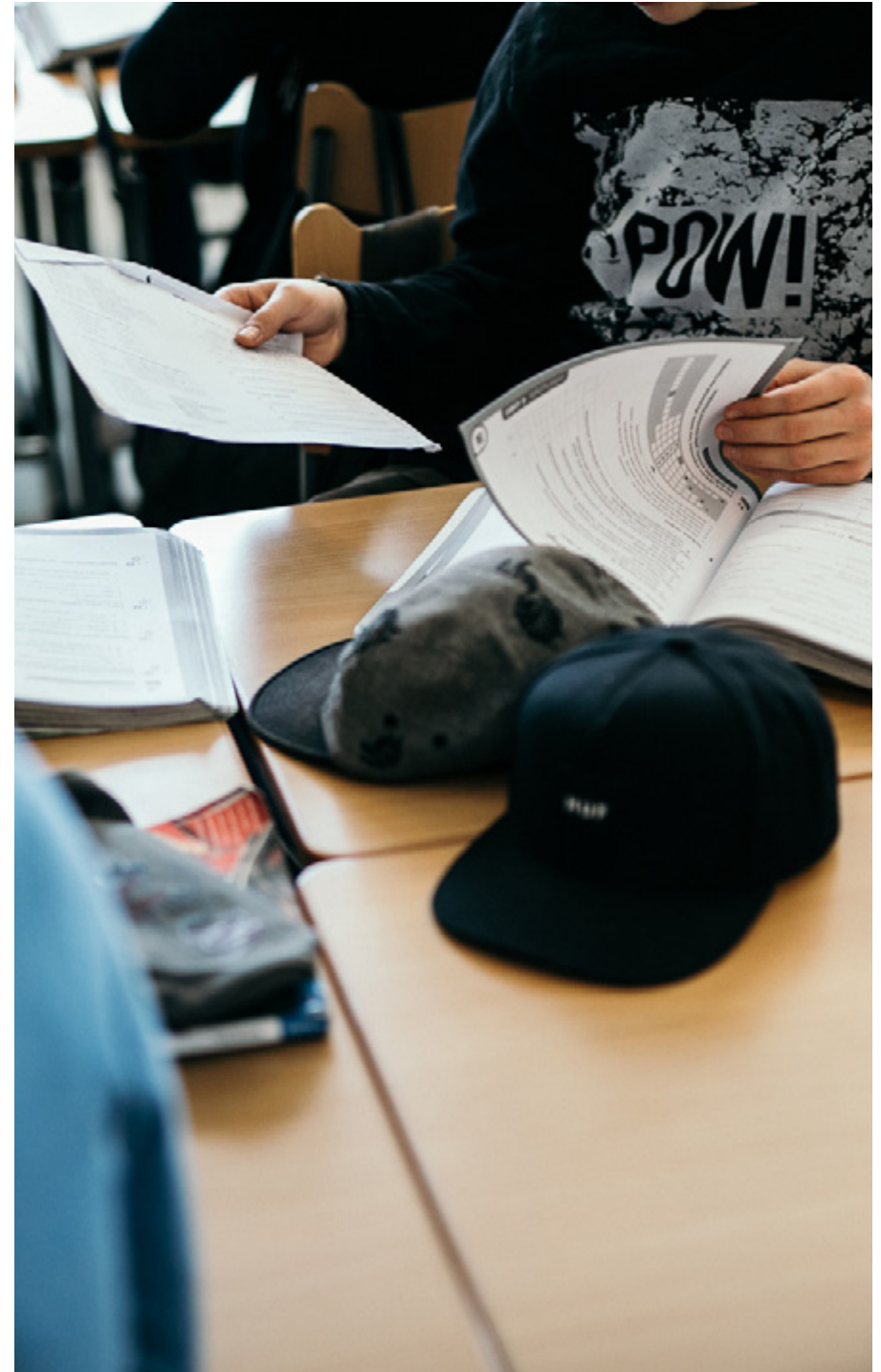
Case Studies

Global Oneness

In an increasingly globalized world we need to find new ways to understand each other and to inspire a global perspective, so that communities everywhere can work together to find peaceful, innovative solutions to challenging and new situations. The Global Oneness Project believes that stories play a powerful role in education.

Founded in 2006, the Project is committed to the exploration of cultural, environmental, and social issues. They house a rich library of free multimedia stories comprised of award-winning films, photo essays, and articles, which are accompanied by companion curriculum for educators. The Global Oneness Project aims to connect, through stories, the local human experience to global meta-level issues, such as climate change, water scarcity, food insecurity, poverty, endangered cultures, migration, and sustainability, among others. Through featuring individuals and communities impacted by these issues, their stories and lessons provide opportunities to examine universal themes that emphasize our common humanity—identity, diversity, hope, resilience, imagination, adversity, empathy, love, and responsibility. The curriculum, available in both English and Spanish, contains an interdisciplinary approach to learning and facilitates the development of students' critical thinking, inquiry, empathy, and listening skills.

This incredibly simple, yet impactful and scalable idea is an exciting and new way to engage young people about global stories and issues, through film, photo essays and articles accompanied by resources and lesson plans for teachers. By using meaningful media in a learning environment, educators can engage young people and take them on a journey to experience the world. Global stories and issues become relevant to students' lives, providing opportunities for them to find their own voices, creating stronger and active global citizens in our fast-changing world. The Global Oneness Project is being used in nearly 100 countries, with tens of thousands of teachers using the resources as they forge innovative partnerships with distribution, technology and media partners to help them expand their reach to educators and educational institutions for maximum impact.

Being selected to the HundrED Global Collection enables HundrED to support the incredible work Global Oneness do by ensuring their work is visible work to thousands of teachers via. their online toolkit, Social media, webinars and across our ever-expanding community. Their work is also shared through in-person interviews, engaging media articles written in accessible language by our in-house education expert writers, alongside promoting their latest events and achievements such as their first virtual reality film premiere at this year's SXSW festival in Austin, Texas. Director, Cleary Vaughan-Lee a two-time keynote speaker at the annual HundrED Global Innovation Summit will share her work with an in-person and online audience to support the importance of innovation in education, a factor that mutually drives both HundrED and the Global Oneness project to be part of a community that supports the innovations around the world to spread.

Meet The Documentaries That Are Revolutionizing Classrooms

We are living in the golden-age of documentaries. A wealth of cinematic factual films are now at our fingertips, awaiting us online. So why are these beautiful documentaries limited to our Netflix accounts or television subscriptions, and not in the classroom? Documentaries are a fantastically engaging way to bring real-world stories to life and can offer a breadth of educational value to schools. It seems a missed opportunity to not make use of new technologies and storytelling techniques to invigorate school lessons.

Of course the answer to this problem would come from California, a location known for its storytelling. The Global Oneness Project is a California-based initiative that creates beautiful media materials which are specifically created for educational purposes.

The films, photo-essays and articles tackle the biggest cultural, social and environmental issues of our time. Many of the materials are accompanied with learning plans that teachers can shape their lessons with to enrich the learning experience, and to broaden the experiences of their students.

These aren't just any documentaries, they're created by award-winning filmmakers and the team at Global Oneness Project have worked directly with teachers in order to develop their work for the classroom. Cleary Vaughan-Lee, Executive Director, is keen to make sure the media they create and share with teachers is authentic and actually serves to enhance the classroom experience.

One particularly relevant example Vaughan-Lee told us about included a documentary they made featuring Mohammed Alsaleh, a Syrian refugee who has now settled in Canada. After watching the documentary in class, students were challenged to create a Public Service Announcement (PSA) to share with their school on the positive aspects of the religion and history of Islam. They created presentations to help raise awareness of the situation of many refugees and to encourage people to open their hearts and neighborhoods to those coming from different cultural and religious backgrounds.

In a world where some media outlets, and even certain presidents, peddle hate-speech and sensationalism, this personal element to the stories humanizes the issues our world is currently facing.

Stories are powerful things, and when harnessed properly they have the potential to share healthy, empathetic attitudes – the kinds of qualities we'd certainly like the next generation to embody! Stories are also universal. They speak to each and every one of us, so the potential to use them in education is too great a thing to ignore, as Vaughan-Lee told us, 'The power of stories are the foundation for learning. They can draw us into our basic human elements through our universality. To love, create and engage and learn those things are reflected in all of our stories and that's why I think it's so effective. They highlight cultures and transcend boundaries across the world.'

Global Oneness Project works with filmmakers, photographers and journalists all over the world, which means they can report on real events as they are happening. For instance, one of their photojournalists is based in Nepal so they were able to

document and write about the devastating earthquakes suffered by the country in real-time. This adds another dimension to making the materials accessible to teachers, keeping education up-to-date with the latest global events.

Whilst originally focused on being for college or high school students, the appeal is wide throughout the whole of education so the team are working on making more content suitable for elementary education too. The resources themselves can be adapted for different age groups by using them in differing ways and any teacher can come to it and decide what is right for their class stage.

The whole project is teachers-first and aims to empower teachers to feel they can lead the change in education from the ground-up. 'We all know stories move us. When I talk with teachers it's really important for the teachers themselves to be inspired and motivated by what they are taking in and that in turn will motivate their students. I think that's where the real magic is. I also think that, in this critical time in history, we need to share stories of different cultures around the world,' explained Vaughan-Lee.

Taxonomy approach – with an aim to inspire higher levels of thinking, not just rote repetition of facts. There is no doubt, once you view the documentaries and witness the expert storytelling of the Global Oneness Project, that these films are made to create critical thinkers and motivate them to actively challenge the stories they experience elsewhere in the media world.

Best of all, their resources are free (and they intend to keep them that way!) Clever, inspiring and educational stories that broaden the minds of our young people can be incorporated into the classroom right now – changing education from the ground-up today.

"The power of stories are the foundation for learning. They can draw us into our basic human elements through our universality."

Providing high-quality materials for teachers to use isn't just a nod to their worth, but also an empowering experience. We too often forget that teachers need to feel inspired and motivated too, not just the students, and in fact this is probably the best way to motivate students too.

To make sure that once the students are inspired they can actualize their passion into real-life learning, Global Oneness is creating phenomenon-based-learning projects so that students can document their own cultures and share their way of life with others too. They can do this through film, photography, and articles.

To ensure the materials are pedagogically informed, the team use the Bloom's

Musical Futures and Geelong Grammar School

Research has found that music facilitates learning in other subjects and enhances skills that children inevitably use in other areas. A music-rich education has displayed many benefits including language development, memorization, emotional development and creative thinking, not to mention the general benefits of music for music's sake.

Based on Professor Lucy Green's extensive research into how popular musicians learn, Musical Futures believes music learning works best when young people are making music, and when their existing passion for music is reflected and built upon in the classroom. Originally designed to address the gap between student engagement with music in school and that outside of school, Musical Futures is a tried-and-tested innovative approach to music learning with the aim of bringing relevant and engaging music lessons to as many young people as possible. Bringing non-formal teaching and informal learning into the more formal music classroom, Musical Futures has helped many music educators across the world reshape their approach to music teaching, increasing their skills and confidence and enabling them to deliver high-quality music education.

Geelong Grammar School, featured also as a HundrED innovation for their positive education methods, has pioneered a school-wide approach to student and staff wellbeing known as Positive Education. Based on the science of Positive Psychology, Positive Education aims to enable individuals and communities to flourish. GGS continues to share its journey and has assisted over 1000 schools throughout Australia and the world. The methodology of Musical Futures deeply aligned with Geelong's approach so following their connection through the community, they decided to form a meaningful collaboration as shared by Dr Patston below!

"Musical Futures International and Geelong Grammar School are both selected for HundrED Global Collection. In a unique collaboration they are working together with the Graduate School of Education at the University of Melbourne to improve the creative capacity of Musical Futures teachers in Australia and the United Kingdom."

– Dr Tim Patston,
Coordinator of Creativity and Innovation,
Geelong Grammar School

Musical Futures

United Kingdom

How can a real-world approach capture the cognitive benefits of music education?

The RISE Framework of Creative Education

Geelong, Australia

The RISE Framework brings the latest research from the field of creativity and applies it to education.

Design for Change

Design for Change, founded in 2009 in India, firmly believes that all children have the ingredients to "be the change". Their bold vision is to ensure, by design, that all children grow with the "I can" mindset – the belief that they are not helpless, change is possible and they can drive it.

Every child has the right to express their views on matters that affect them and to have those views considered. Design for Change believe that education systems have the opportunity to develop each child's personality and talents to the full, to encourage the child's respect for human rights, their own and other cultures, and the environment. In short, children should be empowered to be active citizens, able to make a change in the world.

For the last 9 years, Design for Change has empowered children to do this in their communities. The goal is to create a learning environment that balances academic attainment with character development, focusing on passion and compassion, content and character, doing well and doing good. As a decentralized organisation – the ideas for projects will come from the schools and communities themselves. This means any school around the world can adopt the key principles and utilize the method to suit their unique context and particular needs.

The four-step Feel, Imagine, Do, Share process used by Design for Change leads students to understand situations empathetically, imagine creative solutions and work collaboratively to put those solutions into action. The approach builds employability skills, such as empathy, collaboration, leadership, presentation. Through taking control of their own learning, children are able to unlock skills they didn't even know they had. A 28% increase in overall grades and 39% increase of performance in standardized testing have been evidenced. In addition to academic improvements, teachers see their students become empowered, and are able to shift their practice from teacher to facilitator, as children become the driving force in their own education. Design for Change also organizes an annual global conference, Be The Change, to allow young superheroes from across the world to showcase their stories of change and to inspire others with their determination and courage.

Being part of the HundrED Global Collection increases visibility to their local communities. For example, we showcased the work being done by DFC local champions from Taiwan, Jordan and Spain each getting 4.6K, 9.8K and 6.5K views. HundrED and DFC also co-coached Social Entrepreneurs at the Teach for All Alumni Social Innovator Global Gathering Summit in Malaysia and Kiran will be giving a keynote speech at the HundrED Innovation Summit.

5 Areas of Development

In an era of unprecedented change particularly stemming from the rapid technological progress, what can we do to ensure that learners have a competitive edge while maintaining core human values? The Five Areas of Development is a holistic approach to learning that strives to break down the silos in education and ensure the development of a learner in all areas, rather than merely cerebral. Through this process, we hope to inspire our learners to amplify the use of emerging new intelligence to augment human intelligence rather than replacing them.

Students may struggle in areas such as how to regulate emotions, stay physically fit and maintain a work-life balance, due to the lack of emphasis on these areas. The Royal Academy, a Bhutanese residential school that largely teaches economically vulnerable students, has developed a holistic curriculum focusing on 5 Areas of Development. Each area is given equal weighting and the interconnection between all areas is emphasised.

- Cerebral development (the academic area) teaches communication, comprehension, critical thinking and curiosity to enhance academic learning.

- Physical development focuses on health, fitness and sports.

- Social development supports students to get involved in their communities, work towards common goals and understand themselves and others.

- Spiritual development is focused on core values, awareness and practice, rather than on a particular religion.

- Emotional development encourages learners to pay attention to their emotions in order to identify, understand and express them positively and productively.

The structure of the school day guides holistic development. The day begins with student-led group physical exercise followed by reflective mindful practice. Students then participate in six learning experiences, one of which is another physical activity. Learners are able to flow between the learning experiences based on preference for teaching style should they wish to do so. Based on the individual passions of the students, teachers will provide feedback to the development coordinators to ensure the curriculum covers all areas of interest.

The goal is to help all students realise their potential. There is a strong focus on assessing students against themselves, not each other. Teachers also focus on their own development in order to support this holistic environment, becoming co-learners in the model.

Over the last couple of years, the innovation has been adopted by the Vasant Valley School and Pallavan Learning Centre, New Delhi. In 2016 Vasant Valley School, began the teaching of 5 Areas of Development, after the suggestion from Arun Kapur, the Director of the school. In 2016, the process began by slowly incorporating the ideas in everyday practice, and now by 2017 the 5 Areas of Development are incorporated successfully throughout the entire school ethos.

Youth Voice Matters:
Every Child to Flourish

As we are deeply committed to discovering, researching and sharing the most impactful and scalable innovations in K12 it's vital that we deeply understand the day-to-day users of education.

Our first piece of original research was conducted to examine perceived needs of all stakeholders regarding improvement in education globally. As young people are too often excluded from educational change, a core part of this exploration gained key insights from youth internationally. Everyone has a role to play in improving education, from students to systems leaders, to academics and teachers. We focused on engaging all stakeholders, everywhere, to understand that we can utilize deep insights and change from around the world in our continuously interconnecting global community. This will allow us to move forward together, innovating for an education that allows every child to flourish, no matter what happens in life.

This report was the first stepping stone in HundrED's future plans to engage annually in its own research projects pertinent to education progression.

METHOD

This research was conducted by HundrED to examine perceived needs of multiple stakeholders in education globally. While education is upheld as a fundamental area for improvement, enshrined in the United Nations Sustainable Development Goals, many are unsure of how to secure equity in education. Our goal was to understand the breadth of areas and key themes that arise.

Our work at HundrED, amongst the top education innovation spotters in the world, highlights the scope of impactful education innovation happening globally. Yet, there are barriers to transformation and no clear guidance for innovators to focus their efforts to ensure no parts of education are left behind. By identifying perceived needs, we highlighted how innovation can be used to improve areas of education guided by stakeholder expertise and desires. Additionally, we identified effective ways to collaborate and build a sustainable education innovation community working to create action-oriented stakeholders to collaborate through innovation.

Our methods consisted of a state of the debate review and a global youth survey. The latter aspect was particularly key, as whilst much is written internationally about approaches to educational change, there have been few attempts for young people to share their views and witness change based on their concerns for educational improvements. At HundrED we believe youth voice is vital for changing the status quo in education.

"To be fair, the Every Child report reflects only a modest sample, about 325 responses...But picking apart their methods, or even their findings, misses the importance of what the Every Child survey represents – an earnest attempt to reach and hear from those most impacted by education policies and practices set by others."

– Forbes, 2018

IMPACT

Our research has been widely recognized, downloaded and cited on a global scale.

Recognition

This research is of such note that it was featured as as a 'stand out' report by Forbes, showcased as a leading example for the industry. The article highlights that: "parents, politicians and pundits are not the only stakeholders in education. And American researchers and writers could – and should – do better in asking students what they think. They are, after all, more than data points and test scores. Students are why we have schools. And why we have reams of reports about them."

The findings of the report have also been of interest to the general public and wider education forum. For example, Jessica Spencer-Keyse, Head of Global Research, was invited to share findings on the live radio show Caraota Radio in Venezuela that boasts 1.2 million listeners, as well as presenting the findings of the report at the Cities of Learning Forum in Moscow, Russia and invited to present at LICE at the University of Cambridge in December. Additionally, findings were presented in an online webinars and talks on the HundrED youtube channel to interested parties, interviewed by youth voice advocate, Jordy Angel Coldwell.

Cited

Whilst this report was released only a few months ago, it has been cited by WISE and Innovation Unit's latest research as contributing to the importance of learner agency and voice in transforming education ecosystems. As young people are the most impacted by ever-changing educational policies, they should have the right to voice their opinion and include their perspective in the conversation. Our goal is to put the United Nations Convention on the Rights of the Child (CRC) into action, which enshrines the necessity for children's right to participate.

The Youth Voice Survey, is an example of how we are leading a new industry standard to incorporate students to encourage greater learner autonomy and equal rights.

This report has encouraged youth and educators around the world to engage in more conversations with young people about their education through HundrED. We already have a growing community of young people worldwide who are passionate about sharing their views and work in this arena via videos and webinars online. Our goal is to gain more traction in youth surveys, as well as encouraging more young people to join our Youth Academy and Youth Ambassador community.

Downloads

To date, the research has been downloaded internationally over 1250 times. We have received positive feedback on the report via an online feedback survey, as well as on social media.

"I'm only 60 pages into this INCREDIBLE @ hundrEDorg document #EveryChildtoFlourish and I've already killed two highlighters! Brava this is truly amazing work #EdChat"

– Katelyn Patterson,
Educator at MUSE School, California, USA

REPORT HIGHLIGHTS

- 83% of youth believe learning skills to help them in their future career would improve their education.

- Young people feel unprepared for the 'real-world' and frequently share their concern for a lack of preparedness for what they will face after formal education.

- Following this, youth were most concerned with improving: their physical learning environment (61%), learning life skills such as empathy, collaboration & communication (58%), their education being tailored and personalized to their needs (56%) and learning how to live a sustainable lifestyle (53%).

- Sustainability, in the state of the debate, showcased its importance to only general population at 2.78%, yet in the global youth survey over 50% of youth highlight this as an area to improve.

- Ultimately, all 18 options for selection were deemed relevant to youth. On average, choices were selected by half of all respondents and even the least selected option was selected by one quarter of respondents.

- The most common themes in regards to what youth value highly in their current education was: the importance of meaningful relationships with staff, developing a global outlook and being prepared for their future.

- Youth also explicitly demonstrated their gratefulness in having the opportunity to access education throughout the written comments.

Students Are
Voicing Their Opinions,
But Is The World Listening?

"Education, in the end, is about us, but students are rarely asked to speak about it", Jordy Angel Coldwell points out. An international student and HundrED Ambassador, Jordy joined us from Mexico via Facebook live last week to discuss her experiences as an exchange student in Finland. Here, she was inspired to create 'The Student Voice', a powerfully emotive film which captured a snapshot of how young people feel about their education.

The video shows real students expressing their dissatisfaction with the current education system and a desire for something more – feelings that are reflected in our recent research report entitled 'Every Child To Flourish'. Students from 19 countries responded to the Global Youth survey, expressing their desire, amongst other things, to learn career-related skills, learn in a better-designed environment, and have more opportunities to voice their opinions. When asked what they currently value about school, many had positive things to say, but one respondent replied 'nothing'.

Jordy has had her own share of disillusionment when it comes to school. She shared with us how her frustration began in high school in Mexico, where she found herself caught in an impossible balancing act, working hard to get the grades to get into college to become a musician, but never having time to hone her musical skills due to excessive workload. In the end, it was too much. "I was really frustrated, I was angry at school and angry at my lack of time", she explains, "I felt like I didn't even have time to think for myself. Towards the end of the second year of high school my dream to become a professional French horn player just died. Now my dream is to change education."

After watching a Michael Moore documentary that touched on the education system in Finland, Jordy began researching into education more and more. She tells us, "a huge spark happened within me and I knew I wanted to do something in education and promote that change, so that no other student had to feel the way that I did, that my dream was going down the drain, because of education which is supposed to be the path to the future."

Would it have changed if teachers had asked her opinion? "It really depends if they would listen or not. It's complicated because I've been in the same system for so many years that I can't think about new ways of teaching. Now with HundrED, it's a bit easier, but it's still difficult to think 'I don't like lectures, but what else can I do?'. That was part of the reason why I felt this push to go to Finland."

"My biology teacher said 'If you don't like my class then tell me how to do it differently' and nobody could think of another way."

"So I decided to go to Finland and see new ways to teach, new ways to drive a classroom and motivate students. Hopefully, we can get students to talk more, get this conversation going… But for now, we don't really know what else there is out there because we've been doing it like this all these years."

That's where innovation comes in, something to break up the status quo and bring new ways of approaching challenges in education. Jordy shared some of her favorite innovations on HundrED that she feels are providing a new kind of education for students like herself. "One of my closest friends and my sister are currently attending THINK Global School and I just love the idea of learning through traveling. You learn about WW2 while being in Japan and the origins of humanity by being in Africa. I think that's beautiful. That was my favorite at first and I thought that was the future of school."

"But then I discovered Big Picture Learning which is now an absolute favorite. It proved to me that school can be for everybody, you don't have to be good at school to like school and you don't necessarily need to enjoy the current education system to know whether it's good, or wrong."

"Big Picture Learning is just taking the students as they are and then putting school into that. What's really interesting is it's a completely public school, so everyone can go into that school through a lottery. And they just flourish in that school. At the HundrED Summit after speaking to Dennis Littky I was just crying because I was so inspired by this project."

With such a passion for student voice, Jordy was naturally interested in HundrED's research and took the opportunity of the webinar to ask Jessica Spencer-Keyse, Head of Global Research, what HundrED is planning for the future.

"We really want to continue to build on this knowledge base, to challenge our implicit biases, to make sure that we have as many people from around the world saying what they think needs to change in education, as well as young people," Jessica explains. "We had young people from Taiwan, US, and Mexico which was our biggest cohort sample, but then 30% actually came from 19 different countries so we want to keep building on that, making sure we hear from students all around the world, so we can help identify what's missing in their local classroom and systems, so we can support tailoring, if they are particularly wanting to hear more about human rights or life skills innovations, they can check them out."

"We're also looking to deepen our knowledge on how and why innovation spreads and making sure we put children's opinion at the center of that, understanding why a young person might love that innovation… our research team is really analyzing that so the innovations we select are based on young people's opinions too."

If you're inspired by the shared mission to get youth voice heard, there's a couple of ways you can get involved! You can download 'Every Child To Flourish' for free, and give your feedback via our survey. We're also inviting young people to share their opinion on the innovations we'll highlight in 2019 & to support a change in education worldwide. Jordy has already signed up to join our Youth Academy and will be joining other young people around the world in providing feedback on the innovations in August. If you are a student in K-12 education, you can register here.

Impact: HundrED in Numbers

At HundrED we are committed to ensuring all innovations are valuable, supporting clear needs, and demonstrate evidence of impact and scalability to highlight our evolving, in-depth research practices. All research is supported by feedback for selection by our Academy, engaging multi-stakeholder opinions to showcase innovation relevant to a breadth of contexts and stakeholders worldwide. Using established and latest educational research to create an evidence base of educational need globally, HundrED attempts to incorporate research on a global scale to find innovations that address these issues. HundrED's work is built on a foundation of research, with the HundrED team, from media to community, using research to inform their daily practice; providing integrity and credibility to our work.

Impact

HundrED's goal is to help **every child to flourish** in life by engaging scalable innovations worldwide.

At present, our innovations impact **53 million children** and educators worldwide.

By **2020**, we want to help **100 million children and educators** have access to education innovations.

2750+ researched innovations

1578 applications from worldwide in 2016-17

351 HundrED Open applications, 2017-18

2 Global Collections of toolkits
with **100 innovations** each

Research evidence-base of **328 articles**,
journals and books

Nearly **1250 downloads** of original research report –
"Every Child to Flourish"

Global Youth Survey representing nearly **400 young
people from 30 countries**

Diverse Academy of **100 education stakeholders**
from age 11 years upward,
located in **28 different countries**

6000 Newsletter Subscribers, **3,850 twitter followers**, **4,700 likes on Facebook** and a HundrED Community **group with 760 members**.

The HundrED twitter account has earned **1.8 million impressions**, **4,300 retweets** and **7,500 likes** since the launch of the Global Collection in October 2017.

197 Ambassadors from 60 countries seeking and sharing HundrED innovations. The work of 9 Ambassadors recognized in the Global 2019 collection.

50 innovations and 24 Ambassadors have been featured in the community newsletters and approximately 35 community members including 9 Global 2018 innovators have been engaged in online Thematic Talks, with an **average of 5000 views**, since May 2018.

Around **40 WEB-nesday FB lives** have been hosted by innovators and Ambassadors with an average viewing growing by **1497%** and, with the top 25 videos on our FB page being hosted by our Innovators and Ambassadors through the HundrED WEB-nesday campaign.

EVENTS

Spread the word about scalable innovations at **30+ events** around the world in 2018, including ISTE, SXSWEdu and Cities of Learning, Moscow.

SPOTLIGHTS

60 innovations researched for **Sustainability Spotlight**

47 innovations researched for **Victoria - Australia Spotlight**

Timeline

	NOV 2017	DEC 2017	JAN 2018	FEB 2018	MAR 2018	APR 2018	MAY 2018	JUN 2018	JUL 2018	AUG 2018	SEP 2018	OCT 2018	NOV 2018
STATE OF THE DEBATE REVIEW ON EDUCATIONAL NEEDS	■	■	■										
GLOBAL YOUTH SURVEY DATA COLLECTION		■	■	■	■								
EVERY CHILD TO FLOURISH ANALYSIS AND WRITE-UP			■	■	■	■	■						
SEEKING AND ANALYSING INNOVATIONS			■	■	■	■	■						
EVERY CHILD TO FLOURISH REPORT LAUNCH								■					
HUNDRED ACADEMY VOTE									■	■			
GLOBAL COLLECTION SELECTIONS											■		
HUNDRED SUMMIT: 100 INNO-VATION COLLECTION LAUNCH													■

NOVEMBER 2017

- A systematic literature review was conducted to determine what is meant by an educational need.
- Identifying key sources to highlight what needs improving in education in 2018; academic research, reports, newspapers & journals, talks & podcasts and social media.
- Extensive research was then carried out within these categories, in order to start compiling a list of recurring themes.
- HundrED Open platform opened

DECEMBER 2017

- List of researched 'needs' created
- List narrowed down into 10 key themes through collaborative feedback
- Global Youth Voice Survey conducted through an online platform

JANUARY 2018

- Research Scales created
- 2018 innovations scaled using this process & scales refined and defined based on feedback
- Research into innovations for 2019 collection begins
- Convened an academy of 100+ stakeholders in education (experts, educators & young people)

FEBRUARY 2018

- Global Youth Voice Survey closed
- Research into innovations for 2019 collection continues

MARCH 2018

- Global Youth Voice Survey results analysed
- Research into innovations for 2019 collection continues

APRIL/MAY 2018

- Research report drafts
- Research into innovations for 2019 collection continues

JUNE 2018

- Research report on HundrED's findings published
- Research into innovations for 2019 collection continues

JULY 2018

- Researched & scaled innovations open to Academy voting

AUGUST/SEPTEMBER/OCTOBER 2018

- HundrED's 100 innovations for 2019 notified
- 100 innovation toolkits edited

NOVEMBER 2018

- Summit in Helsinki, Finland
- 100 Global Collection revealed

HundrED Global Collection 2019

Education is an indispensable part of every society, but for all too many it does not address the multifaceted needs of our students, with 264 million children and youth not even in school.

In order to be successful, education needs to be recognised as a dynamic system, evolving continuously to meet the needs of all students globally. The International Commission on Education Financing, for example, when examining how we can transform learning in only one generation, have shown that innovation is one of four pillars necessary to succeed and improve the education sector. Innovation has been shown to support both incremental and transformational changes for education, developed and researched to create sustainable and relevant practices.

When showcasing innovative education we consider three fundamental characteristics: innovativeness, impact and scalability. Innovations can be scaled on these concepts which have shown to be critical in supporting transformation education worldwide. We have found that innovations from around the globe have numerous benefits, such as learning outcomes, quality of education provision, motivation, efficiency and interpersonal skills. These intended outcomes are deliberately showcased in our collections via the global toolkits to make it easy to demonstrate the significance and impact of their work. We also strive to ensure multiple countries are represented, as well as innovations that have spread to all continents. Our research also showcases the breadth of educational needs that can be improved through innovation, as well as what is possible for different levels of impact and scale stages.

The examples below of incredible innovations researched and selected by HundrED, are just a small sample of thousands of examples worldwide that demonstrate how valuable innovation can transform education at scale. We hope this collection inspires change, at all levels of the education ecosystem, worldwide. It has been a pleasure to conduct and share our research with you.

Jessica Spencer-Keyse
Head of Global Research

Frederika Warren
Researcher

DISCOVER

The research team at HundrED discover innovations from around the world.

Innovations are sought from:

- HundrED Open
- HundrED Spotlights
- Desk-Based Research
- Events
- Recommendations from our Academy experts
- Recommendations from the HundrED community
- Previous HundrED 2017 innovations

The research team chronicles all innovations first documenting core factors such as: theme, summary, country of origin, date established, scaled to, population, age, scaling progress and evidence.

We actively search across countries and continents, as well as themes and critical areas to ensure that we are thorough and comprehensive in our approach.

ANALYZE

If the innovation suitably satisfies the outlined criteria we will send a short form to ensure all core information is correct and invite the innovation for an in-depth research interview.

The purpose of the interview is:

1. To understand the innovation further in relation to our criteria
2. Understand your interest and commitment in being part of the HundrED community
3. To conduct qualitative research into innovation in education for further study

All interviews are conducted by video/audio call or in person, and are recorded for research purposes.

Following the interview process, if the innovation has not done so already, they are required to submit a HundrED Open toolkit to have the opportunity to be selected. This must be completed by the application deadline.

REVIEW

All innovations are reviewed using the following criteria:

- **Innovativeness:** Valuable improvement within the context
- **Impact:** Established for at least a year with demonstrable evidence
- **Scalability:** Adaptable in new environments with commitment to scale

We use bespoke scales to compare and contrast innovations based on this criteria, using up to five extra criterion based on each theme.
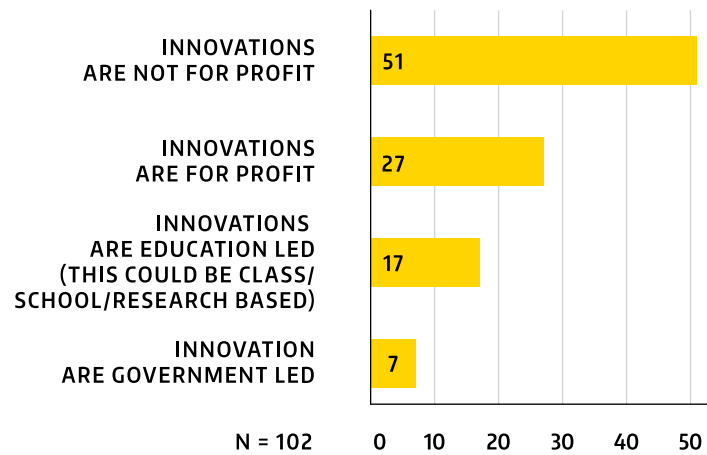
SELECT

All innovations following the interview that fulfil criteria will be shared with our HundrED Academy for selection.

Our HundrED Academy is made up of 100+ members inclusive of all stakeholders in education, such as educators, young people and thought leaders.

Academy members provide feedback and vote for final selection using our simple online tool. They predominantly vote in one to three areas of expertise using our criteria guidelines, but in some cases may provide feedback on all or several categories.
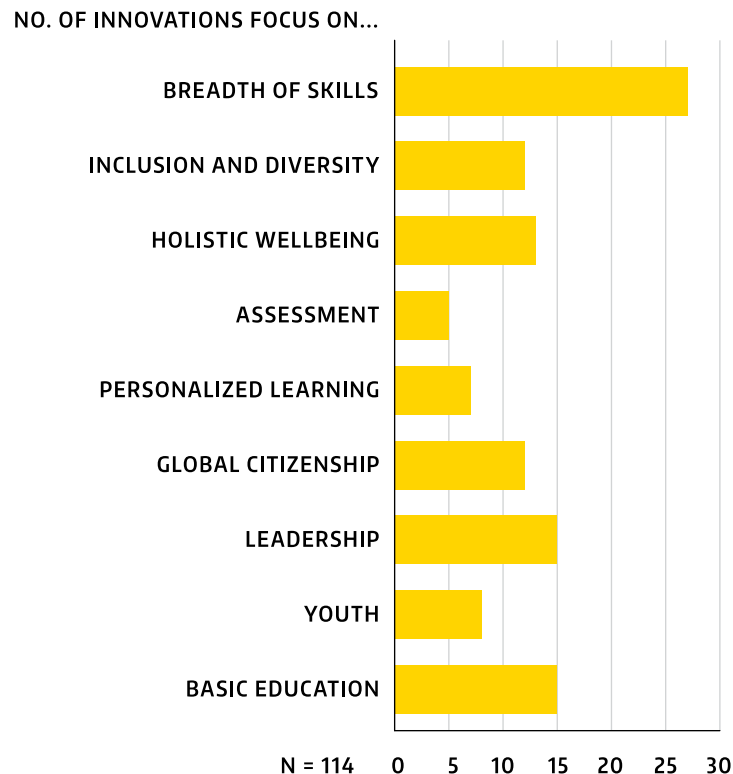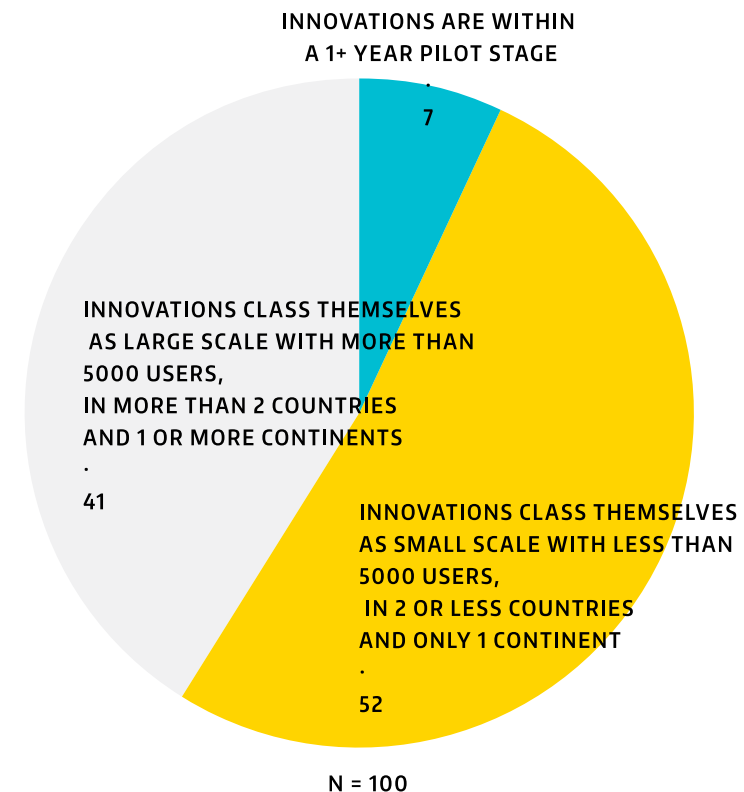
GRAPH 1. DELIVERY MODELS

Delivery Models

Category	Value
INNOVATIONS ARE NOT FOR PROFIT	51
INNOVATIONS ARE FOR PROFIT	27
INNOVATIONS ARE EDUCATION LED (THIS COULD BE CLASS/SCHOOL/RESEARCH BASED)	17
INNOVATION ARE GOVERNMENT LED	7

N = 102

Innovations were found to be lacking in specific subcategories: children's rights, youth voice and participation, youth-led innovation, transition from K12, utilising data and research, policy and systems processes, budgets and financing, multilingualism, assessment, family, carers and community, educator training, professional development, intercultural and multicultural, mindset, role and relationships of educators, SEND, LGBTQIA, race, ethnicity & identity, arts and humanities and life skills.

Comparably, innovations are abundance were: STEAM, inter and intrapersonal skills, gender, media & digital literacy skills, career skills, socio-economic equity, rural, distance and home, curriculum, resources and tools, space and environment, health, mental wellbeing, personalized learning, supporting countries in humanitarian crisis, sustainability, innovative ecosystems, new and changing pedagogies and approaches, partnerships, whole school models and cultures, early childhood, achieving numeracy and literacy and access and integration.
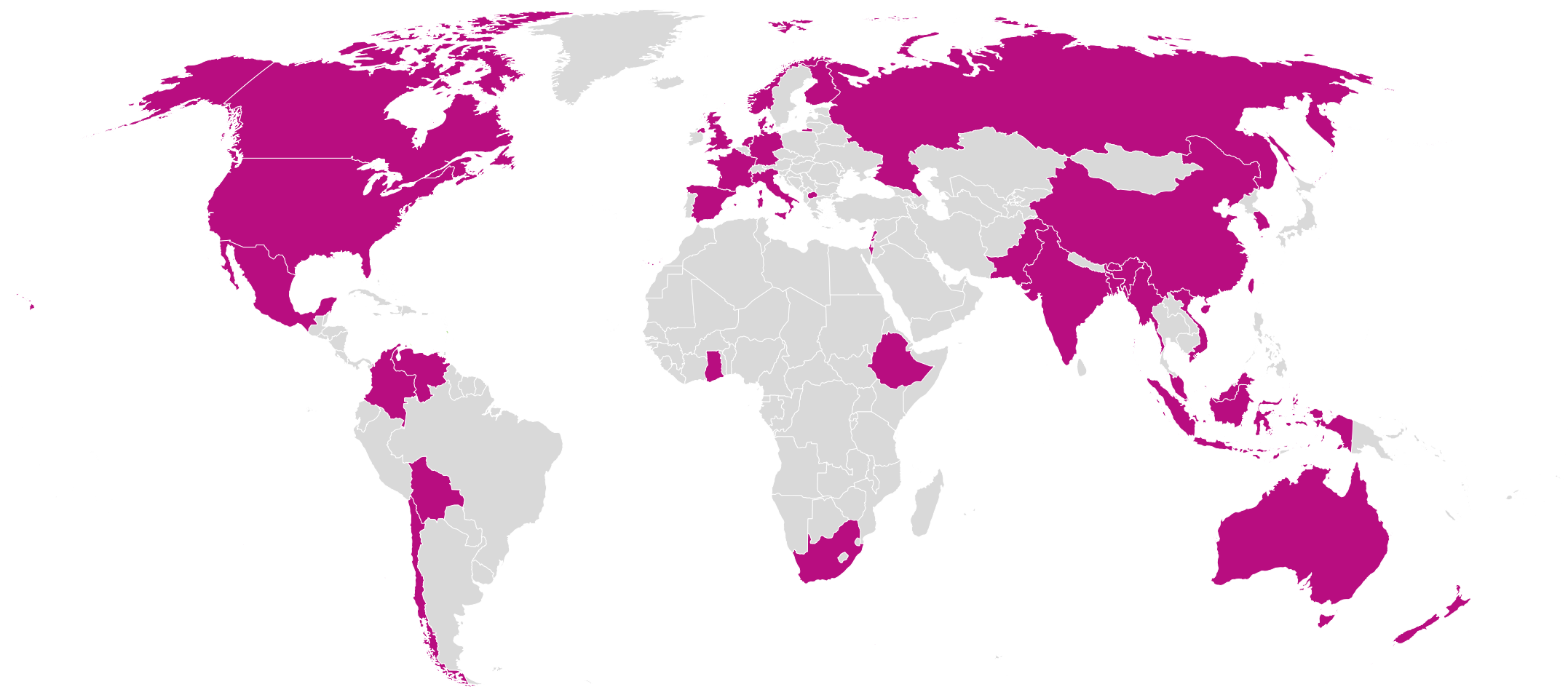
GRAPH 2. THEMES

NO. OF INNOVATIONS FOCUS ON...

Theme	
BREADTH OF SKILLS	
INCLUSION AND DIVERSITY	
HOLISTIC WELLBEING	
ASSESSMENT	
PERSONALIZED LEARNING	
GLOBAL CITIZENSHIP	
LEADERSHIP	
YOUTH	
BASIC EDUCATION	

N = 114

GRAPH 3. SCALE STAGE

INNOVATIONS ARE WITHIN A 1+ YEAR PILOT STAGE
.
7

INNOVATIONS CLASS THEMSELVES AS LARGE SCALE WITH MORE THAN 5000 USERS, IN MORE THAN 2 COUNTRIES AND 1 OR MORE CONTINENTS
.
41

INNOVATIONS CLASS THEMSELVES AS SMALL SCALE WITH LESS THAN 5000 USERS, IN 2 OR LESS COUNTRIES AND ONLY 1 CONTINENT
.
52

N = 100

Selected Innovations

5 AREAS OF DEVELOPMENT

ACCELERATED

ACCESSED

AMAZE.ORG

BANQER

BETTY FOR SCHOOLS

BIG PICTURE LEARNING

BRAC PLAY-BASED LEARNING CENTERS

BROAD CLASS - LISTEN TO LEARN

CHALLENGE 59

CHATTA

CITIES OF LEARNING

COMMUNITYSHARE

CURIONESTY SCHOOL

DESIGN FOR CHANGE

DIGITAL LITERACY FOR EFL STUDENTS

DRAGONBOX SCHOOL

DREAM A DREAM LIFE SKILLS ASSESSMENT SCALE

ECO-SCHOOLS

EDCAMP

EDUCATION FOR SHARING

ENGINEERING BRIGHTNESS

EQUAL OPPORTUNITIES

ESCUELA NUEVA

EXPLORING BY THE SEAT OF YOUR PANTS

FLEXIBLE SEATING

FUTURE CLASS NETWORK

GINNIE & PINNEY 'THINK SMART'

GLOBAL ONENESS PROJECT

GLOBALLAB

GRADUATE AIMS DATABASE

GREEN BRONX MACHINE

GREEN EDUCATOR COURSE

GREEN HOPE FOUNDATION

HANDS ON LEARNING - HOLSPITALITY

HEI SCHOOL

HELLO RUBY

IAU ASTROEDU

INITATIVE FOR PEACE

INNOVATION INSTITUTE

INSTILL EDUCATION

INTERACTIVE DIVERSITY

INTO SCHOOL

KAHOOT!

LEARNING SPACE DESIGN LAB

LEMA

LYFTA

MAKE GHANAIAN GIRLS GREAT!

MAKER ACADEMY

MANTLE OF THE EXPERT

MEDICAL LABS

MEETWO

MOSCOW ELECTRONIC SCHOOL

NATAKALLAM

NEW TECH HIGH SCHOOL: BLOG PORTFOLIO

NIGHT ZOOKEEPER

NUSHU - EARTHLING NEWS IN 3D

ONECOURSE

PANAL FOUNDATION

PBS NEWSHOUR STUDENT REPORTING LABS

PENPAL SCHOOLS

PERSONALIZED LEARNING PATHS

PI-TOP

PLAYGROUND IDEAS

PROCESS COMMUNICATION MODEL AT MUSE

PROJECT DEFY

PROJECT ROCKIT

PROSPERO

RAINBOW YOUTH

REDES DE TUTORIA

ROOTS OF EMPATHY

SEGNI MOSSI

SEISEI

SEPPO

SHADOW A STUDENT

SICOEM

SKATEISTAN

SMART SCHOOL ALLIANCE

SMILES

SMILING MIND

SPEED SCHOOL

STANDING IN THE GAP FOR ROHINGYA CHILDREN

STUDENT AGENTS

STUDENT GOVERNMENT LOTTERIES

TAGTIV8 ACTIVE LEARNING

TALKING STICKERS

TALKING TREE HILL

TEACH THE TEACHER

TEACHER'S GUILD

THINK GLOBAL SCHOOL

TIMES TABLES ROCKSTARS

TINY TREES PRESCHOOL

TRIX AND TRAX

TWO RIVERS ASSESSMENT

UNESCO MIL CLICKS

UNOI

VOICE 21

VROOM

WORLD'S LARGEST LESSON

YOUTH MADE INITATIVE

5 Areas of Development

Bhutan

A new school culture that refocuses the curriculum to address 5 key areas of development (cerebral, physical, emotional, spiritual and social) and uses innovative methods to assess students, teachers and the school as a whole.

INTENDED OUTCOMES

A holistic approach to wellbeing is implemented

Learners develop self-reflection skills

Develops empathetic and compassionate learners

All
AGE GROUP

2015
ESTABLISHED

Hemant Somasekharan
Bhutan
hemant.somasekharan@academy.bt
academy.bt/about/

Personalized pedagogy coaching to help teachers learn, develop and implement active learning and 21st century skills in the classroom.

Accelerated

Ethiopia

Blending behavioral sciences, technology and classroom data, we are building a teacher-coaching platform called TeachEasy from the ground up for the Ethiopian context. TeachEasy is specifically designed to support the modernization of teaching practices in the classroom with a laser-focus on actual implementation.

INTENDED OUTCOMES

Professional development is improved

Personalized and context-specific pedagogy coaching

Training educators to teach skills for the 21st century

Teachers   2017
TARGET GROUP   ESTABLISHED

Ravi Shankar Sreenath
Ethiopia
accelerated.co

AccessEd exists to increase access to university for young people from under-served backgrounds globally.

AccessED

London, United Kingdom

AccessEd is 'going global'. We are scaling up a university access solution that grew out of the UK education system and started with The Brilliant Club. This solution is based on recruiting, training and placing academic researchers in schools to support young people to develop the skills to access university. We currently run programmes in Botswana, Hong Kong, Ireland, South Africa and the USA.

INTENDED OUTCOMES

Increases progression to higher education

Pupils develop their knowledge about universities

Builds a network of university access innovations

10–18
AGE GROUP

2016
ESTABLISHED

Dr Rajbir Hazelwood
London, United Kingdom
rajbir@access-ed.ngo

Age-appropriate and medically-accurate sexual health videos for adolescents ages 10-14.

AMAZE.org

United States

AMAZE.org is an initiative that provides comprehensive, age-appropriate, and medically-accurate sexual health videos for adolescents ages 10-14, along with resources for educators and parents. At the time of publication, our videos have received 16 million views on our YouTube channel since AMAZE.org was launched in September of 2016. AMAZE has also been launched in South Africa and Latin America and offers dubbed and/or subtitled videos in over 10 languages.

INTENDED OUTCOMES

Age-appropriate and medically-accurate sexual health advice

Catalyses growth of evidence-led university access programmes

To shift the social norm about adolescent sexual health

10–14
AGE GROUP

2016
ESTABLISHED

Nicole Cheetham
Amaze International
Daniel Rice
Amaze USA
amaze.org

Banqer is an online tool that enables teachers to simulate financial experiences for students to get hands on managing personal finances.

Banqer

Melbourne, Australia

Banqer is a free online financial literacy tool that transforms the classroom (Year 2-8) into a virtual economy where students get to experience managing personal finances first-hand. Each student has their own online account and with the click of a few buttons, teachers can simulate everyday financial experiences such as: earning income, paying expenses and tax, and credit/debt.

INTENDED OUTCOMES

Learners develop financial literacy

Learners understand the importance of managing personal finances

Making integrating financial literacy into classroom life easy

6–12
AGE GROUP

2015
ESTABLISHED

Simon Brown
Melbourne, Australia
simon@banqer.co
banqer.com.au

Betty For Schools provides free PSHE Association accredited resources that teachers can use to educate their pupils aged 8-12 about periods.

Betty For Schools

United Kingdom

Breaking the taboo surrounding periods all starts with education. Betty For Schools provides free PSHE Association accredited resources that teachers can use to educate their pupils aged 8-12 about periods. We have developed innovative and experiential lessons which encourage open and honest conversations about menstruation and the way it affects girls.

INTENDED OUTCOMES

Breaking taboos

Gender equity and student wellbeing is improved

Educators have access to rich online materials

8–12
AGE GROUP

2017
ESTABLISHED

Becky Hipkiss
United Kingdom
bettyforschools.co.uk

How can personalized learning enable all students to follow their interests?

Big Picture Learning

Rhode Island, USA

Education is tailored to each student's interests, talents and needs which results in a student-centered learning experience where students are actively invested in their learning.

INTENDED OUTCOMES

Students motivation for learning is increased

Access to personalized learning is increased

Learners passions are engaged

Learners develop autonomy

Students motivation for learning is increased

5–18
AGE GROUP

1995
ESTABLISHED

Elliot Washor
Rhode Island, USA
ewashor@gmail.com
bigpicture.org

Facilitating learning and development for Rohingya refugee children through play.

BRAC Play–Based Learning Centers

Cox's Bazar, Bangladesh

BRAC Play-Based Learning Centers bring BRAC's signature low cost, high quality education model to the humanitarian context of Rohingya refugee camps and host communities in Cox's Bazar. They integrate play-based learning with child protection, psychosocial support, and linkages to critical services, while incorporating relevant cultural traditions and engaging both Rohingya and host communities.

INTENDED OUTCOMES

- Engage parents and communities
- Expand education access
- Improve education quality
- Instill sense of normalcy
- Restore dignity and cultural pride
- Empower learners with resilience

4–14
AGE GROUP

2017
ESTABLISHED

Devon McLorg
New York, United States
devon@bracusa.org
brac.net

A distance education program that combines radio broadcast with active learning to improve quality, equity & inclusiveness.

Broad Class – Listen to Learn

Pakistan

Broad Class - Listen to Learn, Interactive Radio Instruction (IRI) program delivers student-centered instruction that covers basic skills in universal, cross-cutting themes and general & universal principles for early childhood education that makes it relevant to other cultural & geographical scenarios. Quantitative & qualitative information on participant achievement attests to the success of IRI.

INTENDED OUTCOMES

Improved teaching practices in classroom

Improved attendance

Improved community engagement

4–9	2012
AGE GROUP	**ESTABLISHED**

Mohammad Zubair, Fakhira Najib
zubair9456@gmail.com, Fakhirapower99@gmail.com
power99.org

Empowering children and their teachers to actively engage with health and wellbeing issues in their communities, through dance and film.

Challenge 59

London, United Kingdom

Challenge 59 uses dance as a vehicle for embodied learning about health and wellbeing - physically, emotionally and socially, empowering participants and equipping teachers. We use film as a tool to amplify young voices and co-produce their ideas into 59 second films with a local health message. Children and teachers are then asked to consider how to share these within wider communities.

INTENDED OUTCOMES

Positive changes in attitudes and motivations towards health and wellbeing

Improved knowledge skills and understanding of using dance as a vehicle for learning

Improved psychosocial health of young people

Increased physical and health literacy

4–11
AGE GROUP

2017
ESTABLISHED

Jo Rhodes
London, United Kingdom
jorhodesdance@icloud.com
challenge59.com

Chatta helps children to become stronger communicators, readers, writers, and thinkers.

Chatta

United Kingdom

Chatta was designed to help young children develop 'oral narrative competence', the biggest indicator of future writing competence. Based on research relating to what matters most in learning and development, the approach uses technology to present content in a way which mirrors the way people think and embeds in the memory.

INTENDED OUTCOMES

Early language development

Progress in Oracy Learning

Supporting people with special educational needs

1–18
AGE GROUP

2016
ESTABLISHED

Chris Williams
chattalearning.com
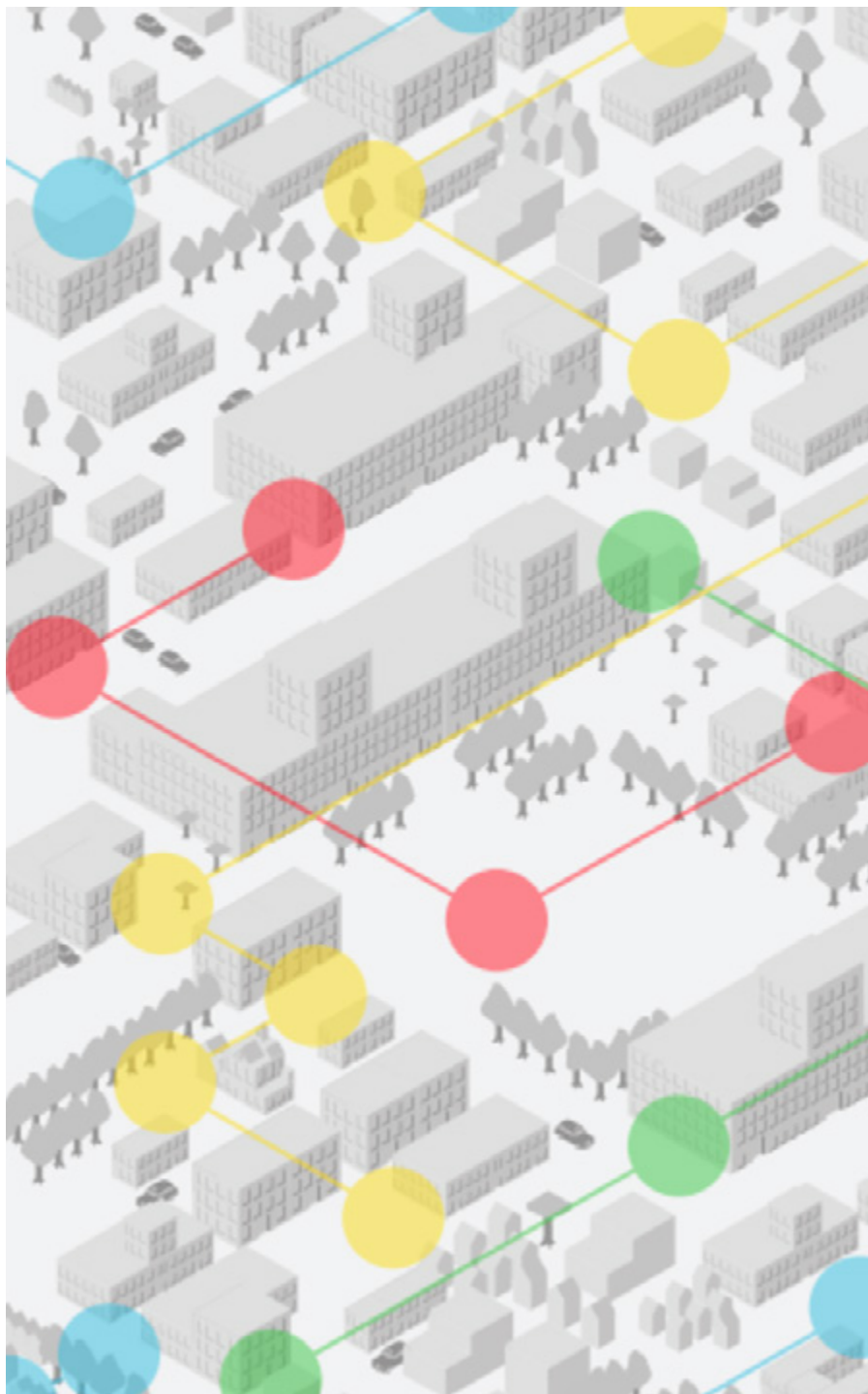
Cities of Learning is a collaborative model for change, connecting in and out of school learning to improve access to opportunity and skills.

Cities of Learning

London, United Kingdom

Cities of Learning creates new pathways into learning and employment by connecting and amplifying formal, informal, and in work learning opportunities that exist across Cities via a system of digital open badges. Open badges become a new 'currency' for learning in a place, recognising the knowledge and skills gained through participation in different activities (online and offline).

INTENDED OUTCOMES

Cities can analyse activity data driven insights of learning

Employers post opportunities and connect with individuals

Learning providers share badges for individuals to earn

Individuals discover learning and work opportunities

1–18
AGE GROUP

2017
ESTABLISHED

Rosie Clayton
United Kingdom
rosie.clayton@rsa.org.uk
thersa.org

We are putting the "public" back into public education by creating real-world learning opportunities through community partnerships.

CommunityShare

Arizona, USA

CommunityShare transforms cities into human libraries through an online platform that matches local expertise and knowledge with the needs and goals of students and teachers. Since launching in 2015, CommunityShare has connected nearly 7,000 students and teachers with community partners who have served as volunteer mentors, project collaborators, guest speakers, internship hosts, and more.

INTENDED OUTCOMES

Increase student understanding of career and academic pathways

Increase community and family engagement in education

Increase student engagement

1–18
AGE GROUP

2015
ESTABLISHED

Josh Schachter
Tucson, Arizona
josh@communityshare.us
communityshare.us

Curionesty School is a small-scale, full-time school focusing on youth education for 12-18 year olds, cultivating curiosity and honesty.

Curionesty School

Chengdu City, Sichuan Province, P.R. China

The biggest dilemma of education in this era, is that the ideas of "school" and "education" have become antonyms. What Curionesty School is doing, is putting all of our efforts to bring the school back to education. In Curionesty we enable the students to keep their curiosity and encourage self-learning, so that they can find the courage to explore the world, and to finally identify their own pursuits.

INTENDED OUTCOMES

Encourages students to identify their own passions

Access to personalized learning is increased

The support in transitional phases is strengthened

12–18	2016
AGE GROUP	ESTABLISHED

Curionesty School
Chengdu City, Sichuan Province, P.R. China
chixiao1218@gmail.com
mp.weixin.qq.com/s/cyND0cArLtiemEs8vG9uIQ

Want to empower young people to create solutions to local and global problems?

Design for Change

India

Design for Change empowers students to be socially aware and proactive change agents in their community. Through undertaking self-directed community projects, children shift their mindset from "can I?" to "I can!"

INTENDED OUTCOMES

Empowers students to be socially aware and proactive change agents in their community

Students feel motivated, hopeful, proud and excited to make a change

Leadership abilities are enhanced

8–13
AGE GROUP

2009
ESTABLISHED

Asma Hussain
India
asmahussain.dfc@gmail.com
dfcworld.com

A combined approach in teaching ICT and EFL skills, offering basic training in digital literacy for EFL students aged 12-18.

Digital Literacy for EFL Students

Tetovo, Macedonia (FYROM)

Digital Literacy for EFL Students is a course designed specifically for learners of English as a foreign or second language at Intermediate (B1-B2) level, aiming to advance their linguistic competence through the use of digital technology. The course comprises of five modules: Blogging, Web Design, Filmmaking and Video Editing, Social Networks, and Presentation Skills.

INTENDED OUTCOMES

Develops working life competencies entrepreneurial mindsets and practices

Learners develop creative writing abilities

Learner motivation increases

12–18	2015
AGE GROUP	**ESTABLISHED**

Perica Sardzoski
Tetovo
thesardzoski@yahoo.com
pegasusels.com

The full school math curriculum through videogames, textbooks and storytelling.

DragonBox School

Norway

DragonBox School is a comprehensive learning solution that engages students through digital and physical activities, including videogames and storybooks. At the same time, it offers teachers the most complete set of innovative tools to deal with each pedagogical goal in the math curriculum.

INTENDED OUTCOMES

Maths is presented in a concrete, playable and highly visual form that is relevant for the student

Students learn by experimenting and learning from their mistakes

Boosts student engagement

6–9
AGE GROUP

2018
ESTABLISHED

DragonBox
Norway
frasca@DragonBox.com
dragonbox.com

First of its kind, standardized, validated and published scale to measure Life Skills in disadvantaged children.

Dream a Dream Life Skills Assessment Scale

Bengaluru, India

The Dream Life Skills Assessment Scale (DLSAS) has been developed by Dr. David Pearson & Dr. Fiona Kennedy. Their immense work has resulted in a paper co-authored by them along with Dream A Dream Cofounder, Vishal Talreja published in Social Behavior and Personality: An international journal for March 2014 (Kennedy, Pearson, Brett-Taylor & Talreja (2014).

INTENDED OUTCOMES

Builds a Supportive Community that collaborates to help young people flourish in the 21st Century

Young people develop the Life Skills needed to overcome adversity and thrive in the new world

Educators gain access to a new assessment tool

7–18
AGE GROUP

2008
ESTABLISHED

Vikram Bhat, Vishal Talreja
Bengaluru
vikram@dreamadream.org, vishal@dreamadream.org
dreamadream.org

Eco-Schools is the largest global sustainable schools programme.

Eco-Schools

Global

Eco-Schools encourages young people to engage in their environment by allowing them the opportunity to actively protect it. It starts in the classroom, it expands to the school and eventually fosters change in the community at large.

INTENDED OUTCOMES

Transformative learning

Whole school involvement
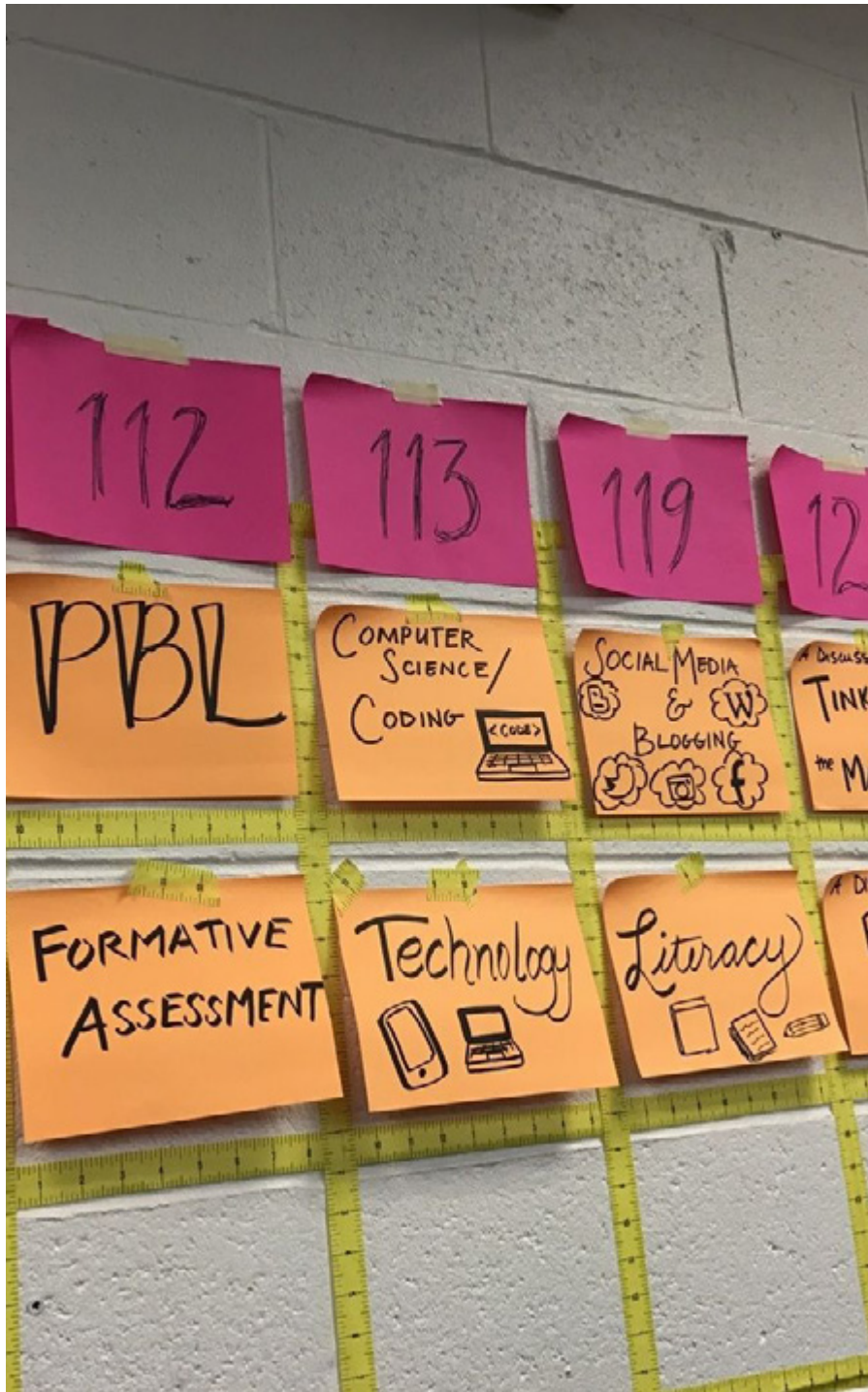
Raise awareness

Behavioural changes

1–18
AGE GROUP

1994
ESTABLISHED

Nicole Andreou
Copenhagen
nicole@fee.global
ecoschools.global

Edcamps are disrupting traditional PD with participant-driven, collaborative conversations by teachers, for teachers.

Edcamp

Philadelphia, United States

Edcamps are free and open to anyone, organized by volunteers, usually full-time teachers. The sessions are decided on the day by those who are participating, making each one an expression of the needs and passions of those attending. The magic of Edcamp comes from the power of teachers collaborating and learning together through conversations, rather than standard "sit and get" presentations.

INTENDED OUTCOMES

Connect with fellow educators

Teachers can collaborate to solve problems

Builds a network of passionate educators

Learn new ideas from fellow teachers

1–18
AGE GROUP

2010
ESTABLISHED

Hadley J. Ferguson
Philadelphia, United States
hadley@edcamp.org
edcamp.org

The E4S mission is to form better citizens from childhood through innovative education programs based on the power of play.

Education for Sharing

Washington, United States

E4S offers 4 programs: Sports, Science, Art and Initiatives. Each of the programs reinforce civic values: empathy, tolerance, gender equality, and are based around the United Nations' Sustainable Development Goals. Students are prepared to thrive in the 21st century with social-emotional skills and an understanding of global challenges that empowers them as changemakers.

INTENDED OUTCOMES

Learners develop social emotional well being

Learners have access to learning through play

Better understanding of the UN Sustainable Development Goals

Teacher development

Develop students social skills

6–15
AGE GROUP

2013
ESTABLISHED

info@educationforsharing.org
educationforsharing.org

EB merges engineering and compassion to make the world brighter and inspire global communities through solar powered, 3D designed lanterns.

Engineering Brightness

Colorado, United States

Engineering Brightness impacts a real world problem, light poverty. 1.3 billion people suffer from unreliable electricity. Through creating lanterns students gain confidence in engineering, electronics, and philanthropy. EB also helps children globally realize and cultivate their unique talent and use it to make the world brighter. Local and global communities are strengthened by collaborating.

INTENDED OUTCOMES

- Learners explore the basic processes of STEAM engineering and design
- Connects classroom content to the real world
- Sustainability literacy
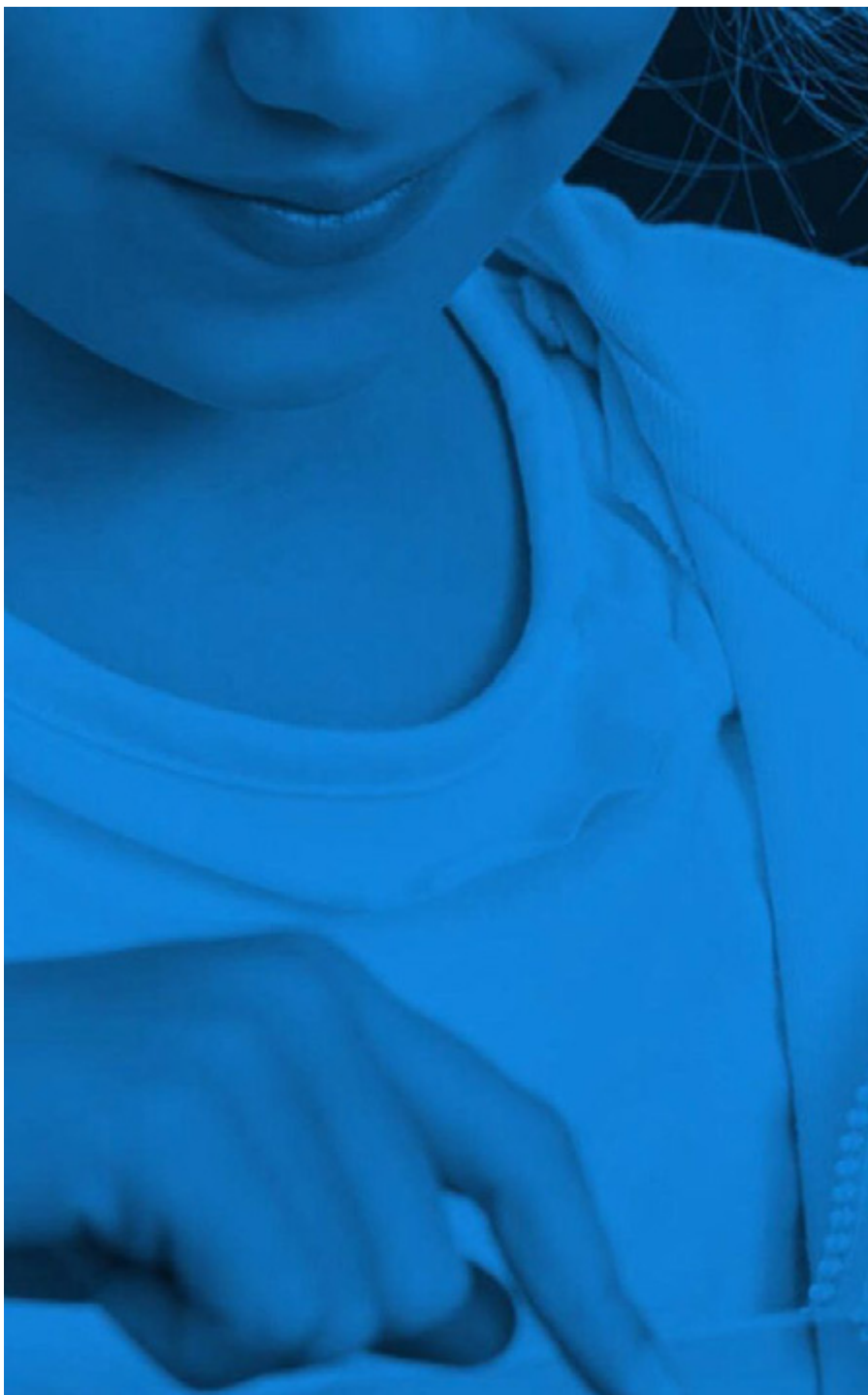- Creating a global community of learners

6–16	2013
AGE GROUP	ESTABLISHED

John Howe, Tracey Winey, Ian Fogarty
johnhowe@colostate.edu, trawine@gmail.com, ifoggs@gmail.com
www.e-b.io foggs.ca/wp/

Equal Opportunities

Moscow, Russia

A competition to search for and promote educational innovation in Russia. As many teachers in Russia are not used to working on innovative solutions, Equal Opportunities works with schools to overcome these difficulties and develop ideas into workable solutions.

INTENDED OUTCOMES

Improve equity of opportunity for teachers and students to participate in the development of the school

To form a bank of project ideas that can be implemented in any school

Enhance the development of project management and project-based learning

Increase school openness and school influence on community development

Teachers 2015

TARGET GROUP   ESTABLISHED

Nataliia Kiseleva
Russia
nkiseleva@bk.ru
topschool.rybakovfond.ru

How can we give all children access to collaborative learning focused on the learner?

Escuela Nueva

Bogotá, Colombia

Escuela Nueva, meaning 'new school' in Spanish, transforms the conventional school model by rethinking the teaching and learning processes to ensure that every child, everywhere, receives high-quality, accessible and relevant education.

INTENDED OUTCOMES

Child-centred student-driven learning is promoted

Learners develop social and cognitive competencies

Strong relationships between schools and communities are developed

Teachers develop new roles as facilitators

Different learning paces are accommodated

All
AGE GROUP

1987
ESTABLISHED

Fundación Escuela Nueva
Bogotá, Colombia
info@escuelanueva.org
escuelanueva.org

Free virtual events for classrooms around the world with leading scientists, explorers, adventurers and conservationists.

Exploring by the Seat of Your Pants

Centre Wellington, Canada

Exploring by the Seat of Your Pants brings science, exploration, adventure and conservation into classrooms everywhere through virtual speakers and field trips. Since launching in September 2015, we've run over 700 free Google Hangout and YouTube Live events connecting over a hundred thousand students with leading scientists and explorers in over 50 countries!

INTENDED OUTCOMES

Promotes global citizenship

Connects students to positive role models

Grows inquiry skills

Introduces new career paths

5–18
AGE GROUP

2015
ESTABLISHED

Joe Grabowski
Elora, Ontario
ebtsoyp@gmail.com
exploringbytheseat.com

Flexible Seating

Fargo, North Dakota, United States

A student centred classroom design, inspired by Starbucks, seeking to give students ownership of their learning and revitalize classroom environments. Flexible seating has been show to increase collaboration, motivation and engagement.
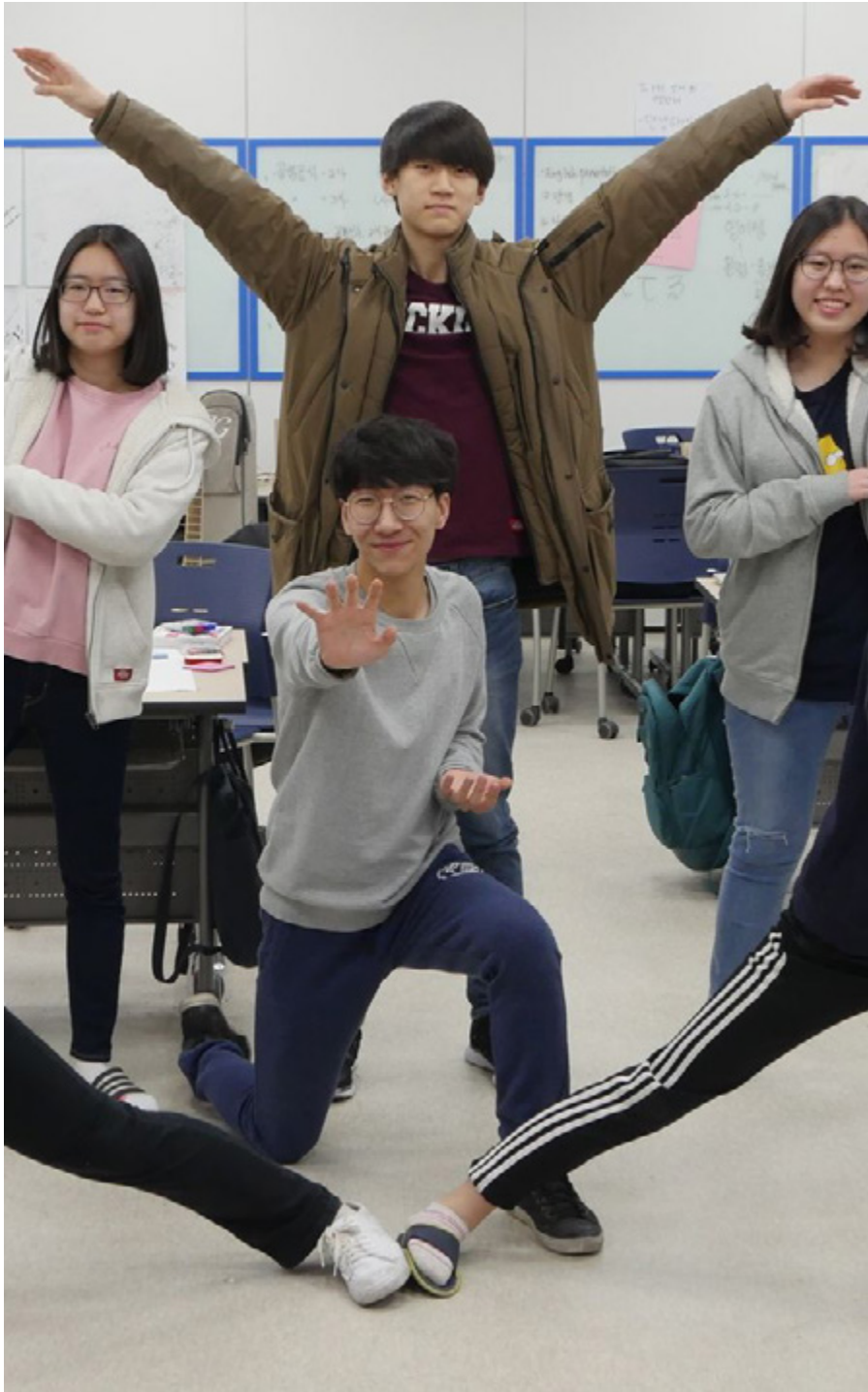
INTENDED OUTCOMES

Additional support needs are met

Environment design supports for optimal learning

Opportunities for collaborative learning are increased

All
TARGET GROUP

2015
ESTABLISHED

Kayla Delzer
Fargo, North Dakota
topdogteaching@gmail.com
topdogteaching.com

How can teachers be supported to implement change in their classrooms?

Future Class Network

South Korea

Education should be closely linked with changing society. FCN spreads the idea of what future education should look like, and designs 21st century education through a network of collaborative teachers to make a change in South Korea.

INTENDED OUTCOMES

Professional collaboration is improved

Learners develop problem solving skills

Gives access to ready-made curriculum-aligned learning material

Motivation for learning is increased

Educators develop understanding of flipped classroom approach
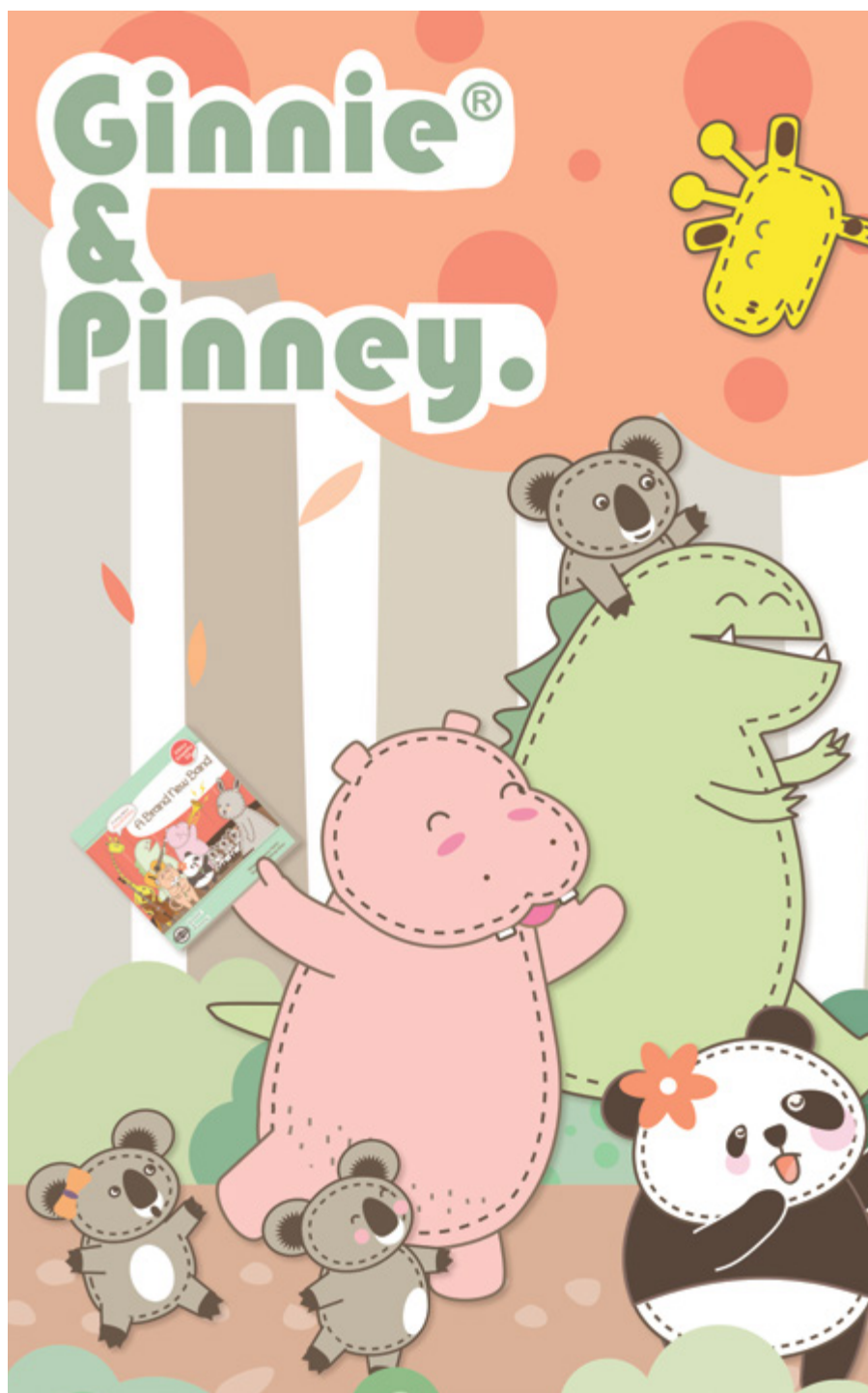
Teachers   2013
TARGET GROUP   ESTABLISHED

Yumi Jeung
South Korea
yumig@futureclass.net
futureclassnet.org

A program for children 3-8, encouraging ethical thinking, empathy and EQ.

Ginnie & Pinney 'Think Smart'

Victoria, Australia

An engaging 8 book set in both English & Chinese with animated videos & a teacher resource. It is based on the emotional themes from established Australian Government Frameworks and aligns with the Victorian Curriculum's Ethical, Personal & Social Capabilities. Open ended questions in each book encourage lively discussion & deep thinking about social and emotional themes between adult and child.

INTENDED OUTCOMES

Stimulates and enhances emotional intelligence, empathy and ethical decision-making

Encourages lively discussion & deep thinking

Encourages parents to be involved with their child's learning

Assists young learners to develop empathy and emotional intelligence

3–8	2017
AGE GROUP	ESTABLISHED

Penny Harris
ginnieandpinney.com.au

Global Oneness Project

California, United States

The Global Oneness Project brings the world's global cultures alive in the classroom. They provide award-winning films and photo essays which explore cultural, social, and environmental issues and accompanying lesson plans using stories as a pedagogical tool to inspire growing minds. All for free.

INTENDED OUTCOMES

Learners develop character skills

Learners strengthen critical thinking communication collaboration creativity skills

Learners develop an awareness of global issues and cultures

Learners develop global citizenship qualities

Educators have access to rich online materials tools

13–18
AGE GROUP
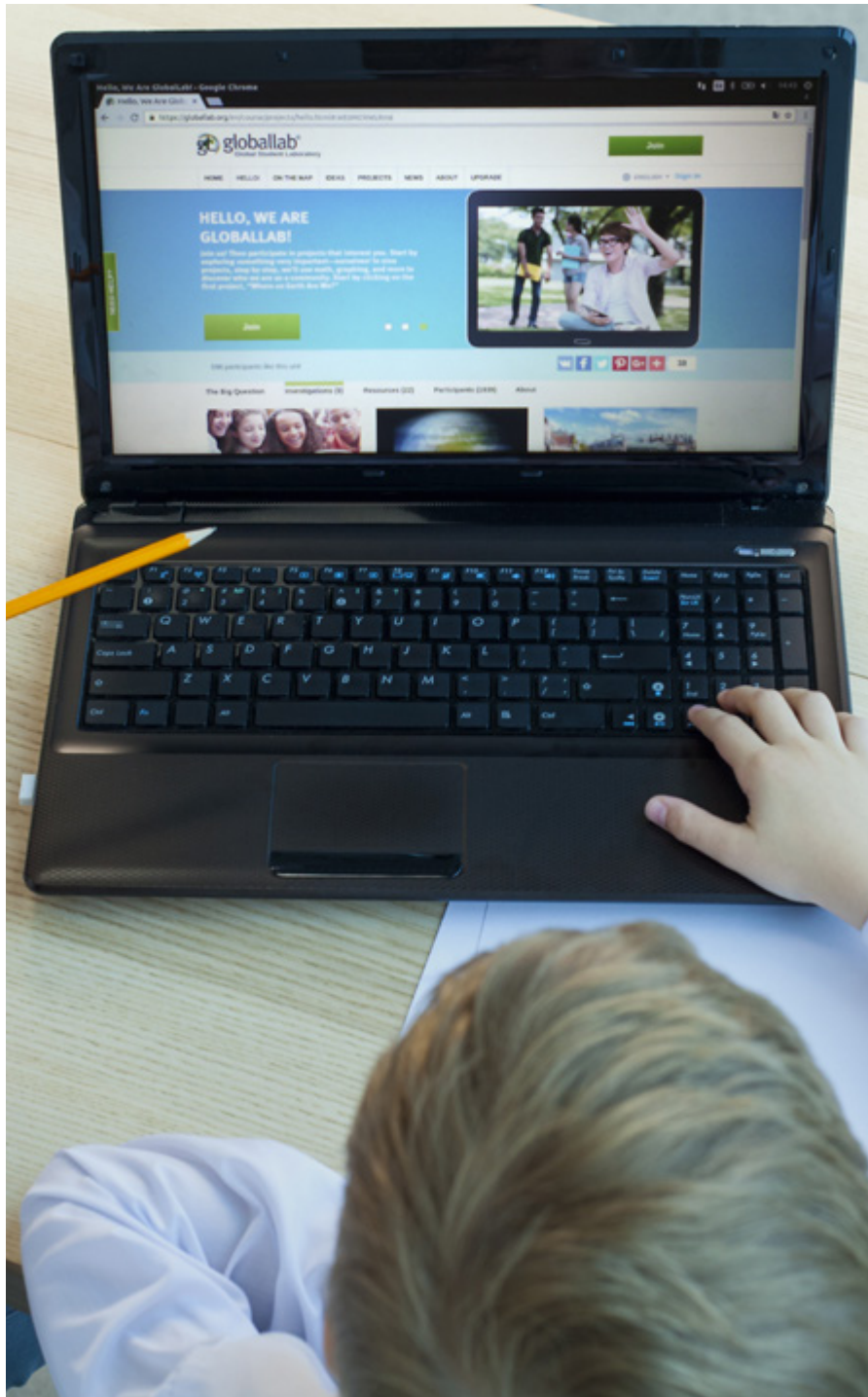
2006
ESTABLISHED

Cleary Vaughan-Lee
California, USA
info@globalonenessproject.org
globalonenessproject.org

How can children across the world collaborate on research?

Globallab

Russia

An educational platform dedicated to collaborative investigative learning where curiosity rules. GlobalLab takes the premise of project-based learning and expands the scope for data collection from the classroom to the whole world.

INTENDED OUTCOMES

Educators have access to online global research projects

Learners develop research skills

Learners develop problem solving skills

Learners improve collaboration abilities

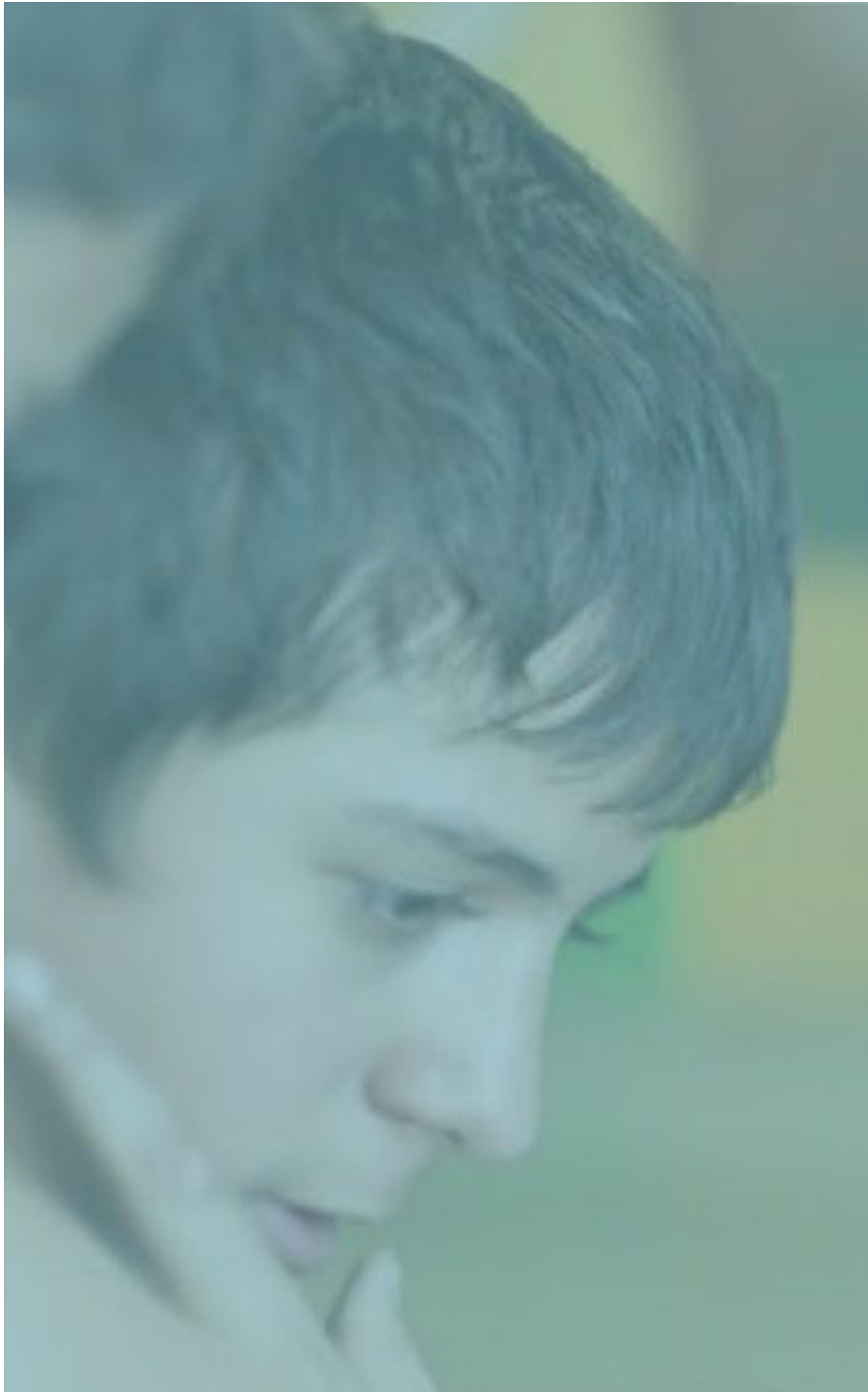Learners develop global citizenship qualities

6–11
AGE GROUP

2013
ESTABLISHED

Arseny Lebedev
Russia
info@globallab.org
globallab.org

Graduate Aims Database

United States

The Graduate Aims Database is a growing collection of summaries focused on research-based learning outcomes that schools often take influence from when constructing their own graduate aims. Each summary includes information to help define and measure the outcome, insights into how the outcome develops, and potential design implications.

INTENDED OUTCOMES

- Leaders of learning design experiences to cultivate specific outcomes
- Spaces are purposefully designed for students learning and wellbeing
- Students develop critical consciousness
- Learners develop agency
- Learners develop empathy

1–18
AGE GROUP

2018
ESTABLISHED

Dr. Tyler Thigpen
tyler@transcendeducation.org
http://bit.ly/gradaims

How can urban agriculture transform students, schools, health outcomes and communities in marginalised neighbourhoods?

Green Bronx Machine

United States

Green Bronx Machine builds healthy, equitable and resilient communities through inspired education, local food systems, and 21st century workforce development. Students can change how they eat, live and learn to change outcomes and trajectories for their community and all generations.

INTENDED OUTCOMES

Learners develop global citizenship qualities

Students develop healthy lifestyle habits

Young people have improved access to nutritious food

Learners develop sustainable environmental practices

An innovation culture is developed within schools

All
TARGET GROUP

2012
ESTABLISHED

Stephen Ritz
United States
stephen@stephenritz.com
greenbronxmachine.org

Green Educator Course

Bali, Indonesia

Green school is committed to teaching sustainability in a holistic and student centered way. The Educator Course creates a global network of educators inspired to work towards these goals.

INTENDED OUTCOMES

A holistic approach to wellbeing is implemented

Learners develop a connection to nature

Learners are empowered to make a change

Learners develop intercultural understanding

Learners develop sustainable environmental practices

Teachers   2013

TARGET GROUP   ESTABLISHED

Sanne Van Oort
Bali, Indonesia
sanne.vanoort@greenschool.org
greenschool.org

Join the 1000+ eco-warriors of Green Hope who are making a difference in Canada, USA, UAE , Oman, India, Nepal & other regions. The Future belongs to us!

Green Hope Foundation

Toronto, Canada

Green Hope Foundation is a youth organisation working on Education for Sustainable Development, children's rights and environmental protection by empowering young people and helping to build effective partnerships with all stakeholders of civil society.

INTENDED OUTCOMES

Learners adopt a sustainable lifestyle

Childrens rights awareness

Promote Global Citizenship

6–18
AGE GROUP

2012
ESTABLISHED

Kehkashan Basu
Canada
greenhopeuae@gmail.com
greenhopefoundation.wixsite.com/greenhope

HoLspitality is an extension of the Hands on Learning method used by schools to improve student engagement and prevent early school leaving.

Hands on Learning – HoLspitality

Melbourne, Australia

Ten students work with two artisan-teachers one full day each week running an in-school cafe serving students, teachers and parent community. Student engagement increases through safe respectful relationships that cultivate a sense of belonging and tangible entrepreneurial learning opportunities that enable students to experience success.

INTENDED OUTCOMES

Improves school connectedness

Improves basic literacy and numeracy skills

Improves student engagement

Improves student retention

10–15
AGE GROUP

2016
ESTABLISHED

Cam Wiseman
Melbourne, Victoria, Australia
cameron.wiseman@savethechildren.org.au
handsonlearning.org.au

HEI Schools is a preschool concept that brings the excellence of Finnish early childhood education all over the world.

HEI Schools

Helsinki, Finland

HEI Schools is the first comprehensive concept that licenses Finnish early childhood education to international markets: a carefully designed and planned business concept with research-based curriculum, teacher training, beautiful and functional spaces and high-quality learning materials. The HEI concept will enable high-standard early education to be taken all over the world.

INTENDED OUTCOMES

Creates a global community of teachers and families developing innovative education

Provides a sustainable business model for local operators

Provides high-quality ECE to as many children in the world as possible

1–6
AGE GROUP

2016
ESTABLISHED

Milla Kokko
Helsinki, Finland
elina.sallinen@heischools.com
heischools.com

Teaching the concept of an algorithm in an unplugged way.

Hello Ruby

Helsinki, Finland

Hello Ruby teaches computational thinking to children by combining artistic activity with learning about algorithms. Children also discuss intriguing ideas related to the topic, such as how computers and humans differ.

INTENDED OUTCOMES

Learners understand what an algorithm in computing is

Develops collaboration skills

Learners analyze how computers and humans work differently

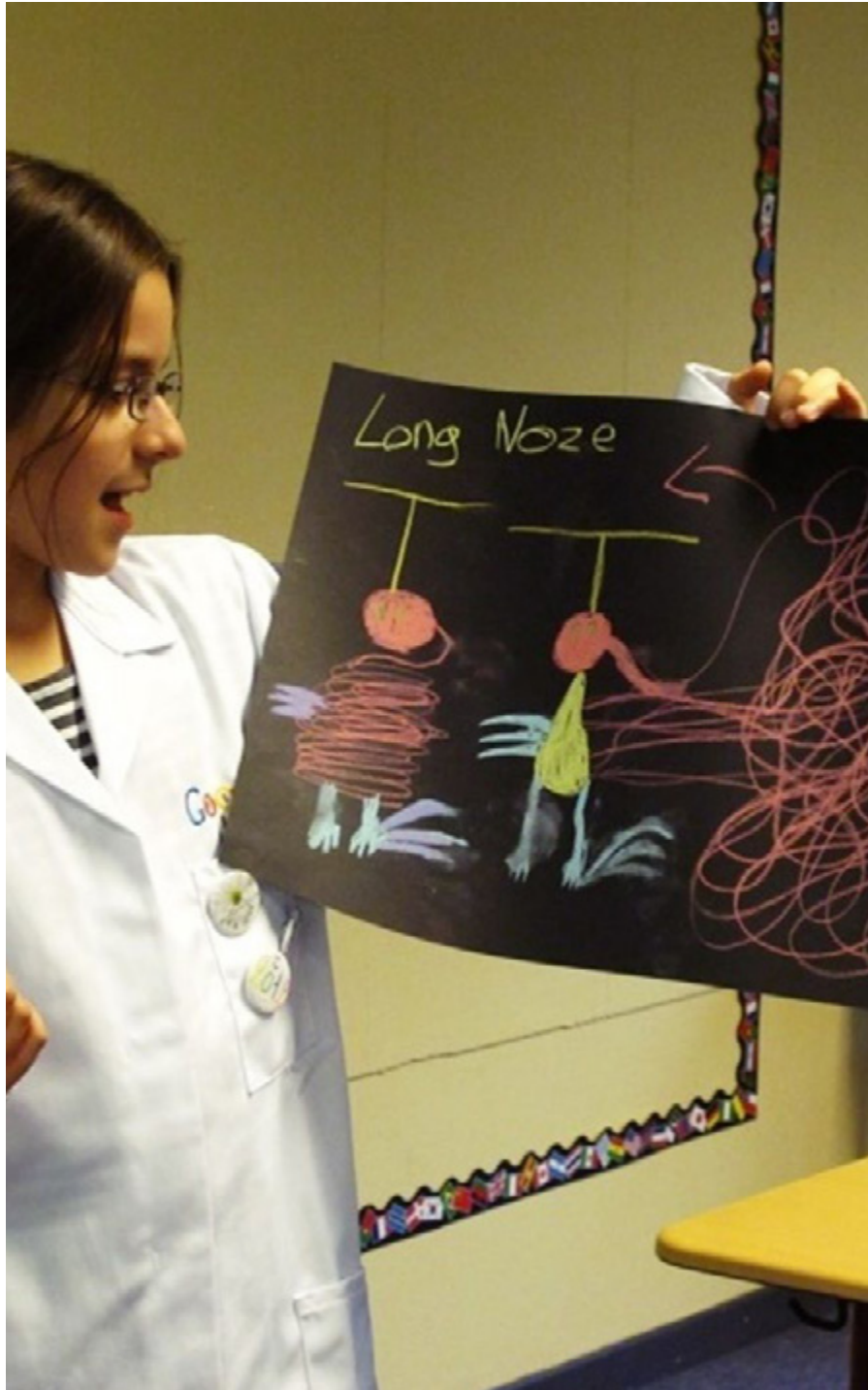Learners tackle the challenge of translating an algorithm into an image

5–9
AGE GROUP

2014
ESTABLISHED

Linda Liukas
Helsinki, Finland
linda@helloruby.com
helloruby.com

The first open-access platform for peer-reviewed astronomy education activities.

IAU astroEDU

Netherlands

IAU astroEDU is an open-access platform for peer-reviewed astronomy education activities. The project aims to publish the best astronomy activities for educators to discover, review, distribute, improve and remix according to their cultural and linguistic needs.

INTENDED OUTCOMES

Encourages teachers to link astronomy to many curriculum topics

Provides a variety of astronomy activities for educators to discover

Provides an opportunity for teachers to review materials

Improves access to astronomy resources in education

4–18
AGE GROUP

2013
ESTABLISHED

Pedro Russo
astroedu.iau.org

Initative for Peace

Singapore

An initiative to train young people to become peace-builders, with the aim of facilitating peace conferences for youth from areas of conflict or post-conflict, ultimately inspiring them to become peace-builders in their own communities.

INTENDED OUTCOMES

Young people develop effective peace-building skills

Students are empowered to make change

Young people develop a lifelong interest in peace-building

Learners develop an understanding of effective peace-building

Youth connect with one another to build sustainable peace

16–18
AGE GROUP

2001
ESTABLISHED

Louis Barnett
Singapore
lba@uwcsea.edu.sg
youtube.com/watch?v=xysEjj053cU

Innovation Institute

Shanghai, China

Innovation Institute at Shanghai American School is a two-year interdisciplinary project-based learning program in high school wherein students grapple with a series of open-ended, complex questions that address some of humanity's most pressing problems through collaborative and creative processes.

INTENDED OUTCOMES

Students learn to make connections between disciplines and to the real world

Students learn to effectively communicate their ideas about the world in a variety of ways

Students learn to identify and respond to complex problems and issue

Students learn to be vulnerable to share ideas and accept criticism

Students learn to collaborate effectively

13–16
AGE GROUP

2014
ESTABLISHED

Amy Foley
Shaghai American School, China
amy.foley@saschina.org
www.saschina.org/en/academics/innovation-institute

Instill Education

South Africa

Our goal is to provide teachers and school leaders with the skills they need to deliver meaningful learning experiences in every lesson. Our intensely practical approach contextualises global best practice to deliver measurable outcomes.

INTENDED OUTCOMES

Lifelong learning for teachers and school leaders

Up-skill teachers

Reduced strain on teachers

Quality Higher Education

Teachers
TARGET GROUP

2015
ESTABLISHED

Tom Parry, Akona Maja
Johannesburg, South Africa
tom@instill.education, akona@instill.education
www.instill.education

How can young people discuss sensitive and complex topics related to race and other categories of identity in more informed and respectful ways?

Interactive Diversity

United States

(Don't) Guess My Race makes learning about race and identity fun, educational and meaningful to everyday life while also increasing inclusion at school and sparking courageous conversations.

INTENDED OUTCOMES

Learners develop social science literacy

Learners understand the issues surrounding stereotyping

Learners develop interpersonal skills

Learners develop intercultural understanding

Learners empathy and compassion are enhanced

13–18	2010
AGE GROUP	**ESTABLISHED**

Dr. Michael Baran
United States
mbaran@interactivediversitysolutions.com
dontguessmyrace.com

INTO SCHOOL

Helsinki, Finland

INTO SCHOOL brings technology supported music making and arts into K-12 education inspiring children on a creative journey from an original idea to a finished work. The holistic, cross-curricular and phenomenon based learning approach creates opportunities for more versatile music & art education in diverse learning environments. Neither teachers nor children need any previous knowledge of music.

INTENDED OUTCOMES

Access to music education is increased

Develops self-confidence in students

Develops music-based competencies

Develops collaborative skills

Develops use of music technology in education

All
TARGET GROUP

2015
ESTABLISHED

Janne Hiedanniemi, Kari Saarilahti, Tuomas Hiedanniemi
janne@ihanomajuttu.fi, kari@ihanomajuttu.fi, tuomas@ihanomajuttu.fi
ihanomajuttu.fi

Want to improve classroom engagement and results using a tool children love?

Kahoot!

Oslo, Norway

A game-based learning platform that allows educators to create fun learning games in minutes. Students take part in games at school or at home and can even create their own. Kahoot's mission is to unlock the deepest potential of every learner, regardless of age or context, by making learning fun, magical and engaging through games.

INTENDED OUTCOMES

Educators gain access to a new formative assessment tool

Helps educators make learning fun, inspiring, engaging and magical

Gives access to ready-made curriculum-aligned learning material

Helps every child participate and learn through game-based learning

Helps educators increase overall student participation and performance

1–18
AGE GROUP

2013
ESTABLISHED

Erik Harrell
Oslo, Norway
hello@kahoot.com
kahoot.com

Want a learning environment designed around students' learning needs?

Learning Space Design Lab

Roskilde, Denmark

A powerful workshop tool for collaboratively designing and redesigning learning environments based on how children learn, while transforming the shared pedagogical practice through a playful, creative method that mimics great project-based learning.

INTENDED OUTCOMES

Educators develop a shared pedagogical vision

A strong learning culture is developed

Educators develop strong ownership and team spirit

Spaces are purposefully designed for students learning and wellbeing

Teachers	2005
TARGET GROUP	**ESTABLISHED**

Lene Jensby Lange
Roskilde, Denmark
lene@autens.dk
autens.dk

Play-based and flexible model to develop fundamental and fundational skills for life long learning.

LEMA

Columbia

There is ample evidence that suggests that students who do not make good initial progress in learning to read, find it increasingly difficult to master the process. LEMA addresses this challenge by ensuring that all children from 1st to 4th grade are able to read and write. We do this using a flexible play based model that can be used in and out of school settings.

INTENDED OUTCOMES

- Reduces the time needed to learn basic reading writing and math
- Creates a safe space for children to learn at their own pace
- Provides support to school teachers
- Helps students develop and achieve higher order thinking skills
- Provides intrinsic motivation and returns the control of the learning process to the learner

4–18
AGE GROUP

2013
ESTABLISHED

Catalina González, Javier González Quintero, Javier Felipe González
catalina@lit4all.org
literacy4all.org abcdespanol.com

Want to capture the hearts and mind of learners?

Lyfta

Finland

Lyfta is a rich media learning experience from Finland that invites pupils to have memorable, immersive experiences with real human stories from around the world. Lyfta lessons are designed in-line with Finland's 21st Century Skill based curriculum and offer a great tool for teaching about the UN Sustainable Development Goals.

INTENDED OUTCOMES

Educators have access to rich online resources

Learners have an increased awareness of stereotyping

Learners develop global citizenship qualities

Learners develop intercultural understanding

Learners empathy and compassion are enhanced

All
TARGET GROUP

2015
ESTABLISHED

Serdar Ferit
Finland
serdar@lyfta.com
lyfta.com

(MGCubed) is Ghana's first interactive distance-learning project, harnessing technology to bring quality teaching to rural schools.

Make Ghanaian Girls Great!

Ghana

The MGCubed Project impacts 18,000 primary, Junior High school and out of school girls and boys by equipping them with life-skills and self-confidence to pursue fulfilled lives. The MGCubed Project uses solar-powered and satellite-enabled distance learning infrastructure to deliver interactive learning sessions to students, teachers, communities and government officials.

INTENDED OUTCOMES

Increase in the number of marginalised girls who have transitioned through key stages of education training or employment

Improved learning outcomes in Literacy and Numeracy

Sustainability through partnerships with schools community and government

1–18
AGE GROUP

2014
ESTABLISHED

Muniratu Issifu
Accra, Ghana
muniratu.issifu@varkeyfoundation.org
varkeyfoundation.org

Maker Academy

Vietnam

Maker Academy brings an equal educational opportunity, and re-designs a learning environment for Vietnamese orphan children. Using design thinking, project-based and personalized learning, hands-on activities, integrated social emotional learning, and joining global contests/movements to develop a growth mindset, that brings out the maker in each child, creating global citizens that solve local problems.

INTENDED OUTCOMES

Inspires life-long learning

Learners develop critical thinking skills

Develops self-confidence

Meets many UN Sustainable Development Goals

Develops maker mindset

8–18
AGE GROUP

2016
ESTABLISHED

Tra-My Nguyen
Ho Chi Minh
my@orphanimpact.org
orphanimpact.org

How can role-play make the curriculum more meaningful and engaging for our students?

Mantle of the Expert

Norwich, United Kingdom

Making stories to create imaginary contexts for learning.

INTENDED OUTCOMES

Learners develop historical knowledge

Learners develop inquiry skills

Learners develop creativity

Educators gain confidence in using drama-based teaching

Educators develop understanding of interdisciplinary teaching

3–18	1995
AGE GROUP	ESTABLISHED

Tim Taylor
Norwich, United Kingdom
timtaylor4@me.com
mantleoftheexpert.com

Medical Labs

Moscow, Russia

Medical class in Moscow schools is an educational project that creates the conditions for school students to acquire skills for studying, life and work in the world of today and provides career counselling in the field of medicine.

INTENDED OUTCOMES

Prepares students for the reality of the medical profession

Learners develop career skills

Students learn the foundations of medical knowledge

14–18
AGE GROUP

2015
ESTABLISHED

ЕВГЕНИЙ ИГОРЕВИЧ НОСКОВ
Moscow, Russia
noskovei@mcko.ru

Want to provide young people with
a safe space to tackle anxiety?

MeeTwo

United Kingdom

A unique early intervention solution to adolescent anxiety. The MeeTwo app allows young people to post their problems, share solutions, access educational resources and receive expert help.

INTENDED OUTCOMES

Anxious young people are motivated to access appropriate support

Young people are equipped to deal with everyday stress and anxiety

Young people develop online interpersonal skills

Young people proactively protect their own mental health

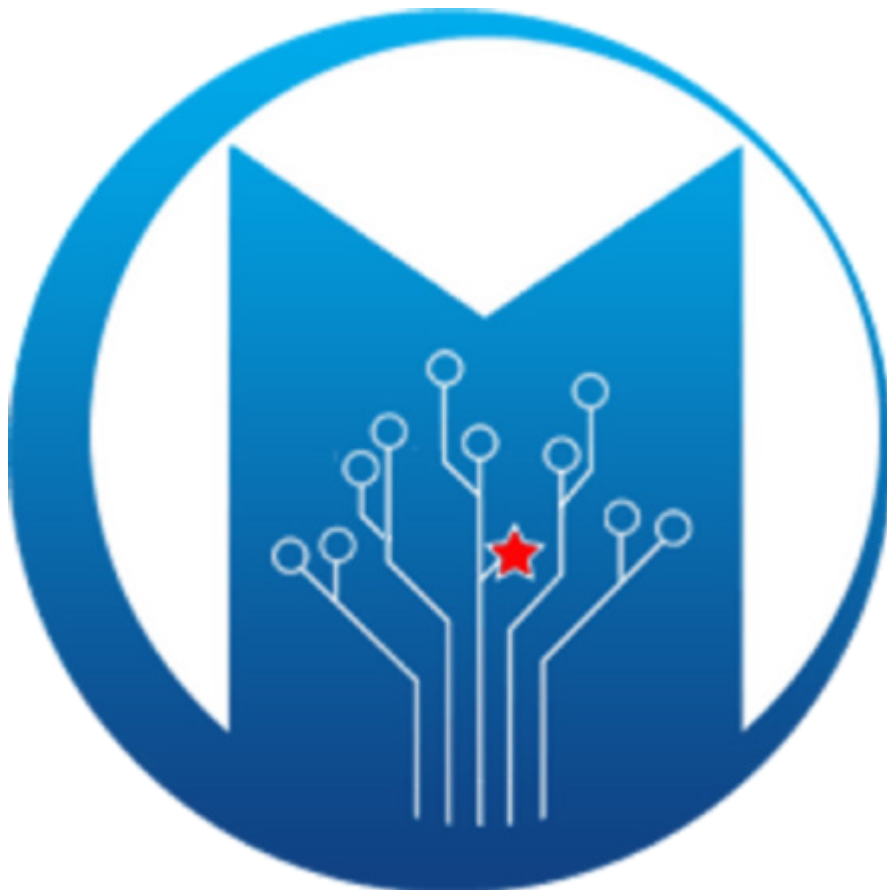Young people have access to peer support

13–18
AGE GROUP

2016
ESTABLISHED

Kerstyn Comley, Suzi Godson
United Kingdom
info@meetwo.co.uk
meetwo.co.uk

Moscow Electronic School

Moscow, Russia

A dynamic information system which motivates all stakeholders in education to obtain high educational results and form the competencies needed for a city economy.

INTENDED OUTCOMES

Improves learning material quality

Connects stakeholders in education for ease of communication and partnerships

Reveals and nurtures each students talent

Creates an integrated education environment across a city

All
TARGET GROUP

2017
ESTABLISHED

Victoria Rubanovich
Moscow, Russia
vr@edcrunch.ru

Want to give your students a unique language learning experience, while giving displaced people an opportunity to work?

NaTakallam

Beirut, Lebanon

NaTakallam connects displaced people — primarily Syrian refugees — with students around the world, to provide affordable, flexible and tailored language practice, intercultural exchange, and experiential learning opportunities over Skype.

INTENDED OUTCOMES

Learners develop foreign language skills

Opportunities for socio-economic equity are enhanced

Both learners and teachers gain intercultural understanding

Learners are empowered to be active citizens

Learners empathy and compassion are enhanced

5–18
AGE GROUP

2015
ESTABLISHED

Aline Sara
Beirut, Lebanon
aline.sara@NaTakallam.com
natakallam.com

New Tech High School: Blog Portfolio

Napa, California, USA

Blogs serve as a way to connect students with experts in the field, who offer advice, encouragement, and even internships and jobs. It is time for educators to harness the power that blogs can provide to amplify engagement with real world professionals and communities.

INTENDED OUTCOMES

Learners develop love of lifelong learning

An innovation culture is developed within schools

Learners develop an online presence

Students understand how blogging can support communication and collaboration

Educators and learners develop a deeper understanding of students learning journeys

14–18
AGE GROUP

2015
ESTABLISHED

Lisa Gottfried, Andrew Biggs
Napa, California, USA
lgottfried@nvusd.org, abiggs@nvusd.org
newtechhigh.org/portfolio

How can we use technology to inspire and motivate reluctant writers?

Night Zookeeper

United Kingdom

A digital learning tool that inspires children to create their own characters who live in a magical digital world. The focus is to improve writing skills through gamified learning.

INTENDED OUTCOMES

Learners develop literacy skills and writing skills across a range of genres

Helps educators increase overall student participation and performance

Feedback to learners is improved to enable learning to be personalized

Students motivation for learning is increased

Helps every child participate and learn through game-based learning

5–11
AGE GROUP

2011
ESTABLISHED

Paul Hutson
United Kingdom
paul@nightzookeeper.com
nightzookeeper.com

A series of Augmented Reality adventures about international current affairs connected with the curriculum.

NUSHU – Earthling News in 3D

Barcelona, Spain

A series of Augmented Reality adventures about international current affairs. NUSHU is an alien whose mission is to understand humans and send reports back to its own species. Students get to interact with the character in 3D and with AR educational games related to the topic in hand. Each installment connects the news with the educational curriculum. A very engaging experience for children!

INTENDED OUTCOMES

Learners understand media critically

Educators develop understanding and confidence in implementing augmented reality technology into lessons

Learners recognize and evaluate arguments and their reasonings

Learners develop problem solving skills

Students motivation for learning is increased

8–12
AGE GROUP

2018
ESTABLISHED

Eva Domínguez
Barcelona, Spain
info@minushu.com
nushuadventures.com

How can we give marginalized children the tools they need to develop maths and literacy skills?

Onecourse

London, United Kingdom

onecourse is a full software course to get children numerate and reading confidently in their own language, wherever they are in the world. The apps are designed to be so simple to use that a child can learn, without the need for adult support.

INTENDED OUTCOMES

Access to education is increased

Learners develop numeracy skills

Learners develop literacy skills

Learners develop self-confidence

5–12
AGE GROUP

2014
ESTABLISHED

Caitlin Clark
London, United Kingdom
info@onebillion.org
onebillion.org/apps

Empowering students so they can change their future.

Panal Foundation

Chile

Panal strives to empower students in their school and community through an extracurricular, semester program of seven sessions to develop their socioemotional abilities. The abilities are utilized by having the students form cooperative workgroups, or "communities," guided by a mentor, to identify issues and find solutions within their academic environment.

INTENDED OUTCOMES

Empathy and compassion are enhanced

Students are empowerment to affect positive change

Students socio-emotional skills improve

Students learn to work cooperatively

Students leadership skills are enhanced

13–17
AGE GROUP

2014
ESTABLISHED

Romina Martínez
Santiago, Chile
rmartinez@panal.org
panal.org

Think. Create. Inform.

SRL transforms classrooms into newsrooms to produce youth-focused stories on important issues with a civic purpose.

PBS NewsHour Student Reporting Labs

United States

SRL is a project-based learning program that uses a powerful form of journalistic inquiry, media production and local-national mentorship to build critical thinking, problem-solving, information and communication skills. Students discover their voice and have the opportunity to reach millions of people via PBS NewsHour broadcast and digital platforms.

INTENDED OUTCOMES

Develop 21st century skills such as cooperation

Learners develop global citizenship qualities

Learners become active citizens

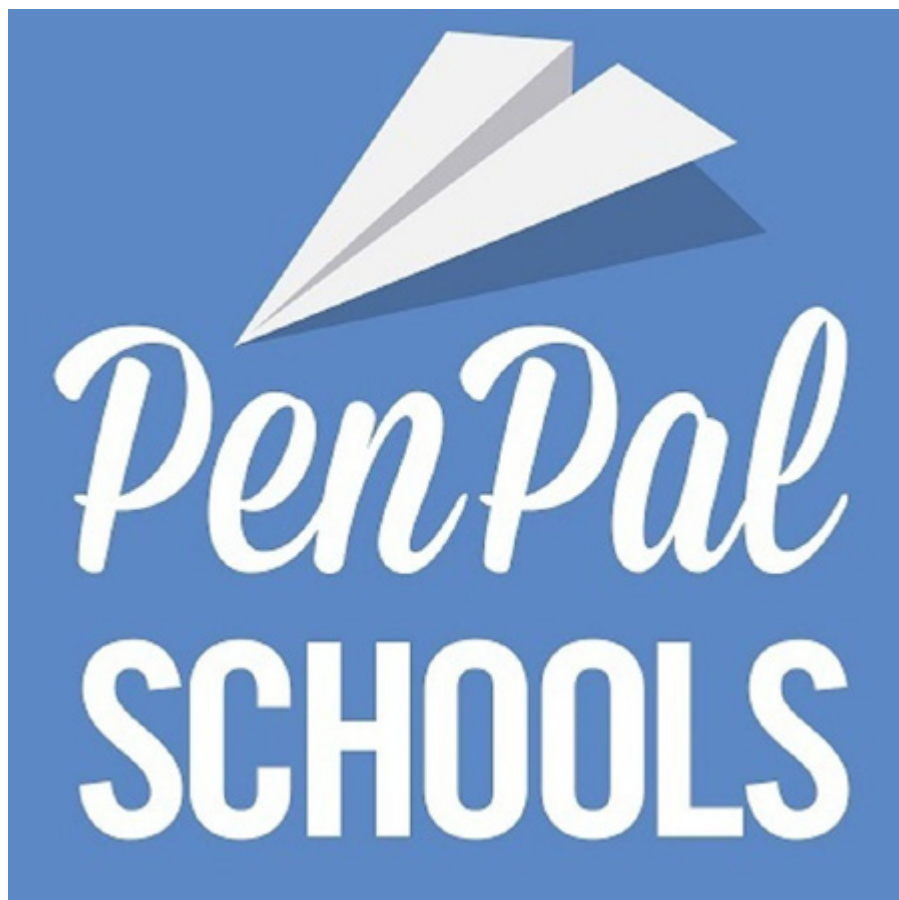Learners develop media literacy skills

11–18
AGE GROUP

2009
ESTABLISHED

Leah Clapman
Washington DC, USA
lclapman@newshour.org
studentreportinglabs.org

PenPal Schools

United States

Connecting students around the world through exciting, authentic projects to learn about cultures and global challenges. Groups of penpals use weekly sessions to connect and collaborate on a selected topic, which could be anything from folktales and French art to immigration and environmental protection.

INTENDED OUTCOMES

Gives access to ready-made curriculum-aligned learning material

Learners develop intercultural understanding

Learners develop global citizenship qualities

Helps educators increase overall student participation and performance

Learners develop literacy skills

7–18
AGE GROUP

2012
ESTABLISHED

support@penpalschools.com
penpalschools.com

A method for personalized learning and teaching in large student groups.

Personalized Learning Paths

Vantaa, Finland

This teaching method allows learning to be individualized according to each student's strengths, tendencies and temperaments, while they continue to work collaboratively in a social context.

INTENDED OUTCOMES

Learner motivation increases

Learner self-knowledge and self-confidence increases

The full potential of the learner can be met

Collaborative learning skills improve

9–18
AGE GROUP

2009
ESTABLISHED

Pekka Peura
Vantaa, Finland
pekka@maot.fi
maot.fi

Looking for affordable, reliable hardware with accessible, open-resource computer science tools?

pi-top

London, United Kingdom

An award-winning ecosystem of hardware and software that makes it possible for any teacher, regardless of computer literacy, to deliver an engaging computer science and STEAM curriculum.

INTENDED OUTCOMES

Learners develop coding skills

Learners develop computational thinking

Learners develop inquiry skills

Students motivation for learning is increased

Learners develop practical life skills

5–17
AGE GROUP

2014
ESTABLISHED

Cat Lamin
London, United Kingdom
cat@pi-top.com
pi-top.com

How can the power of play improve a child's educational outcomes?

Playground Ideas

Melbourne, Australia

Building playgrounds to build brains. These unique, child designed playgrounds are built using local materials to provide abundant opportunities for daily play.

INTENDED OUTCOMES

Learners have access to learning through play

Access to physical activity and outdoor learning is improved

Healthy childhood development is supported

Teachers incorporate play into school curriculum

Learners are more engaged in school

All
TARGET GROUP

2010
ESTABLISHED

Marcus Veerman
Melbourne, Australia
marcus@playgroundideas.org
playgroundideas.org

Want to develop a holistic form of student assessment?

Process Communication Model at MUSE

Calabasas, California, USA

A holistic assessment method that addresses every aspect of a student's learning experience, including their abilities to live and contribute to a sustainable lifestyle.

INTENDED OUTCOMES

- Learners develop sustainable environmental practices
- Students motivation for learning is increased
- Learners develop self reflection skills
- Feedback to learners is improved
- Learners develop self assessment skills

All
TARGET GROUP

2014
ESTABLISHED

Jeff King
Calabasas, California, USA
jeff@museschool.org
museschool.org

How can you build a community culture of self learning?

Project DEFY

Bangalore, India

A system of learning that believes anyone can teach themselves anything by using the internet and the community around them to find solutions.

INTENDED OUTCOMES

Access to education among marginalised communities is increased

Cost of education is significantly lowered

Learners develop skills and knowledge based on their needs and interests

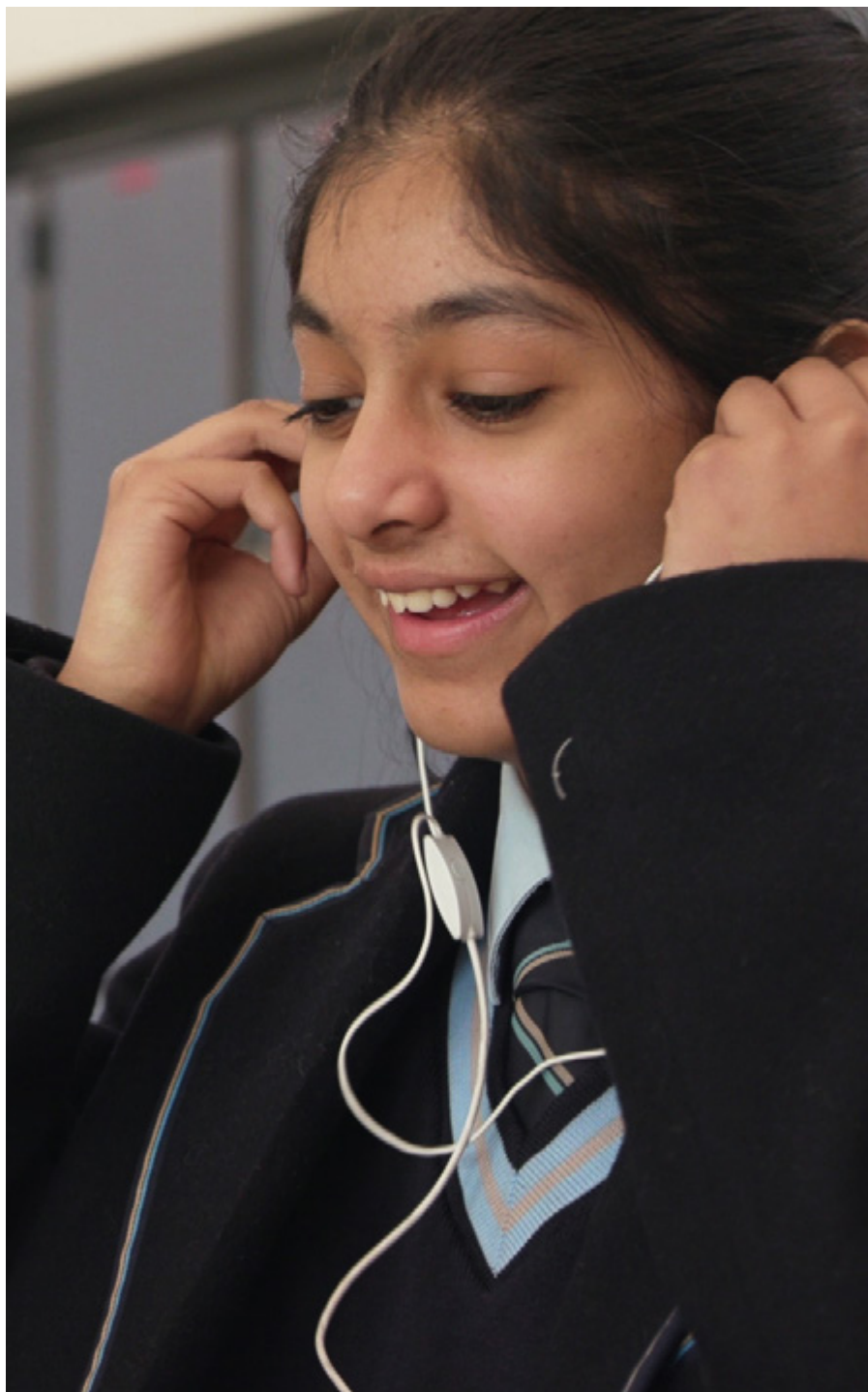Learners develop autonomy and self-assessment skills

All
TARGET GROUP

2014
ESTABLISHED

Abhijit Sinha, Megha
India
abhijit@projectdefy.org, megha@projectdefy.org
projectdefy.org

Online Cyber-Bullying and Leadership Workshops for Year 7-9 Students.

Project Rockit

Melbourne, Australia

PROJECT ROCKIT Online is built BY young people FOR young people and encourages students to self-reflect on previous experiences while simultaneously equipping them with credible and risk-free ways to stand up to hate in the future. The program consists of three interactive online workshops that focus on the issues of bullying, online hate and social leadership.

INTENDED OUTCOMES

Students develop empathy and reflect on their own experiences and behaviours

Students understand the online world and their place in it

Students develop self-regulation resilience and wellbeing

Students challenge their own behaviour and choices

Students improve leadership skills

12–16
AGE GROUP

2017
ESTABLISHED

Project Rockit
Melbourne, Australia
info@projectrockit.com.au
projectrockit.com.au

An online distance learning tool driven by drama and theatre pedagogy, enabling creative, global learning collaborations.

Prospero

Worcester, United Kingdom

Want to fuse creativity and technology? Prospero enables the building of interactive dramas, curating the web into fictions populated with characters, dilemmas, conflicts and challenges designed to provoke 'players' into taking part in these digital dramas It co-ordinates collaborations between participants across remote locations, using the power of internet to connect people creatively.

INTENDED OUTCOMES

Shapes global literate citizens

Builds an online community committed to creative learning

Creates an online platform that is scalable and sustainable

Increases access and opportunity to participate in kinaesthetic and arts-based learning

4–18
AGE GROUP

2012
ESTABLISHED

Dr. Paul Sutton
Worcester, United Kingdom
paul.sutton@candt.org
candt.org

Learning resource to help increase understanding and support of sex, gender and sexuality diversity, so we can all belong.

Rainbow Youth

Auckland, New Zealand

Rainbow Youth is a set of freely available video-based teaching resources which aim to decrease homo-, bi-, and trans-phobic bullying by using a norm-challenging pedagogical approach to cultivate critical thinking, perspective-taking and empathy. A pedagogy guide and lesson resources are included to support teachers.

INTENDED OUTCOMES

Awareness on sex gender and sexual diversity increases

Develops critical thinking skills

Students demonstrate a decrease in aggression including bullying

Whole school change

9–18
AGE GROUP

2016
ESTABLISHED

John Fenaughty
Auckland, New Zealand
j.fenaughty@auckland.ac.nz
unidirectory.auckland.ac.nz/profile/j-fenaughty

How can schools transform communities?

Redes de Tutoria

Mexico City

An educational movement to build networks of learning based on personalized dialogue, reflection, and community presentations.

INTENDED OUTCOMES

Increases equity, quality and accessibility

Peer to peer mentoring skills are developed

Mutual respect and affection deepened

Access to mainstream education is improved

Community learning relations are improved

All

TARGET GROUP

1997

ESTABLISHED

Meixi NG
Mexico City
ngmeixi@gmail.com
redesdetutoria.com

Roots of Empathy
Racines de l'empathie

Roots of Empathy

Canada

Roots of Empathy is an evidence-based classroom program for primary school children that decreases aggression, including bullying, and increases prosocial behaviours such as caring, sharing and inclusion.

INTENDED OUTCOMES

Increased empathy, perspective taking and emotional empathy

Increased prosocial behaviours

Decrease in aggression, including bullying

Students develop self-regulation resilience and wellbeing

Students feel a sense of belonging and inclusion

3–14
AGE GROUP

2006
ESTABLISHED

Brenda McCormack
Canada
bmccormack@rootsofempathy.org
rootsofempathy.org

Want to blend dance and drawing in creative group workshops?

Segni Mossi

Rome, Italy

A rule-bending method of creative education that brings together movement and art in workshops for learners and teachers alike.

INTENDED OUTCOMES

Learners develop creativity

Learners develop critical thinking skills

Learners develop self-confidence

Inclusion is enhanced

All	2014
TARGET GROUP	**ESTABLISHED**

Alessandro Lumare
Rome, Italy
info@segnimossi.net
segnimossi.net

A unique method dedicated to fostering creativity and resourcefulness for children & youths in an ever changing and challenging world.

SeiSei

Israel

SEISEI's main goal is to prepare children for the new, dynamic and ever-changing world of the 21st century by developing their creativity, as well as their ability to adapt to changes, to work in unfamiliar environments, to be resourceful and to persist in problem solving. For the past 6 years we have worked with over 12,500 of children throughout Israel in schools and unique summer camps.

INTENDED OUTCOMES

Children are better equipped to work in changing and unpredictable environments

Children develop their resourcefulness and perseverance

Students develop a sense of their own value ability and talent and recognize their own particular gifts

Cultivates creativity and originality in children

6–16	2013
AGE GROUP	ESTABLISHED

Dr. Eyal Doron
Israel
info@seisei.co.il
seisei.co.il

An authoring tool for creating educational games.

Seppo

Helsinki, Finland

Seppo is an easy-to-use tool for teachers that makes lessons inspiring and motivating for students. Students solve problems in teams using mobile devices and teachers give feedback in real-time.

INTENDED OUTCOMES

Motivation for learning increases

Collaborative skills are improved

ICT skills of learners are improved

Learner autonomy is increased

6–18
AGE GROUP

2015
ESTABLISHED

Henrietta Lehtonen
Helsinki, Finland
info@seppo.io
seppo.io

Shadow a Student

United States

The Shadow a Student Challenge is a fun, illuminating, and supportive journey where school leaders come together to empathize with their students and take new kinds of action at their school.

INTENDED OUTCOMES

Educators have a deeper understanding of students experiences

Leadership abilities are enhanced

An innovation culture is developed within schools

All
TARGET GROUP

2017
ESTABLISHED

shadowastudent.org

Pedagogical approach for kids of the XXI Century that increases happiness and self-esteem through musical training and healthy relationships.

SICOEM

Valle de Bravo, Mexico

SICOEM Basic system developed for more than 40 years of experience by Professor Próspero Reyes Cedeño used in Filarmonia Vallesana since 2012, substitutes the figure of the teacher for that of the trainer and the student for the trainee. Where imagination, movement and fun are above memorization, considering that "play and fun" are the true motor of learning. Currently we are in 4 communities.

INTENDED OUTCOMES

Improves self-esteem of youth

Youth become trainers for their communities

Safety of youth increases

Replicable model of community development created

6–18
AGE GROUP

2012
ESTABLISHED

Prospero Reyes Cedeño
Valle de Bravo, State of Mexico, Mexico
prosperoreyes@gmail.com
filarmoniavallesana.org.mx

Empowering children and youth through skateboarding and education worldwide.

Skateistan

Berlin, Germany

Using the hook of skateboarding, Skateistan provides education to over 2,000 vulnerable children and youth (over 50% girls) across Afghanistan, Cambodia and South Africa. With safe places to learn and play, Skateistan unites and empowers children from various ethnicities, nationalities and socio-economic backgrounds, enabling them to create a brighter future for themselves and their community.

INTENDED OUTCOMES

Youth experience an increased quality of education through life skills and non-formal education

Skateistan staff have increased professional skill sets to deliver and maintain a high quality of NGO operations

5–17
AGE GROUP

2008
ESTABLISHED

Oliver Percovich
Berlin, Germany
development@skateistan.org
skateistan.org

How can children in small and remote schools be given access to a new generation of education?

Smart School Alliance

Taiwan

An online and offline community creating equal learning rights for the next generation in small and remote schools around the world.

INTENDED OUTCOMES

Opportunities for urban-rural equity are enhanced

Learners develop teamwork skills

Learners develop global competences

Opportunities for professional collaboration are increased

Learners develop digital technology skills

6–18
AGE GROUP

2013
ESTABLISHED

Yen-Yin Wang
Taiwan
yenyinwang@iii.org.tw
ilc.iiiedu.org.tw

S.M.I.L.E.S. is "Stress-free, Motivating, Inquisitive Learning Eco System" integrating Mindfulness and Yoga with Pedagogy.

SMILES in Education

Ahmedabad, India

SMILES program imparts holistic teacher training in a stress-free collaborative learning ecosystem, by integrating mindfulness with pedagogical skills. The ultimate goal is to have joyful and productive classrooms where academic excellence, inclusive learning, as well as physical, mental & emotional well being is taken care of through motivated skilled teachers.

INTENDED OUTCOMES

Better physical mental and emotional well-being

Intrinsically motivated trained teachers

Joyful collaborative classrooms

Improved learning outcomes

Caring teacher communities

5–18
AGE GROUP

2017
ESTABLISHED

Vishal Sharma
Ahmedabad, India
sfal.edu@gmail.com
stressfreeeducation.org

Do you want to promote mental health, resilience and wellbeing in your classroom?

Smiling Mind

Australia

A mindfulness app that empowers students, teachers and parents with the tools to pro-actively look after their mental health and wellbeing.

INTENDED OUTCOMES

Learners develop emotional well-being

Learners develop self-esteem

Learners develop interpersonal skills

7–18
AGE GROUP

2012
ESTABLISHED

Dr. Addie Wootten
Australia
info@smilingmind.com.au
smilingmind.com.au

How can you give students a second chance at education?

Speed School

Ethiopia

The Speed School program employs an intensive, child-centered approach to reach the most marginalized populations, children denied an education due to poverty, conflict, or discrimination.

INTENDED OUTCOMES

Learners develop literacy skills

Learners develop numeracy skills

Learners develop self-confidence

Learners develop love of lifelong learning

Access to mainstream education is improved

10–17
AGE GROUP

2007
ESTABLISHED

Caitlin Baron
Ethiopia
caitlin.baron@speedschool.org
luminosfund.org/speed-school/

A community based approach to making education possible.

Standing in the gap for Rohingya children

Bangladesh

Over eight years Children on the Edge supported an unregistered Rohingya community in Bangladesh to provide thousands of children with an education, in a seemingly impossible situation. They have now replicated this work, training refugee teachers and establishing 150 classrooms throughout the Kutupalong - Balukhali extension camp for 7,500 newly arrived Rohingya children.

INTENDED OUTCOMES

Children access government approved education in a safe space learning basic literacy numeracy and life skills

Children will be prepared to transition to mainstream education benefiting from improved employment opportunities

Children will gain a full understanding of their rights

Rohingya refugee community will have their voices heard and take ownership of the education

5–12
AGE GROUP

2011
ESTABLISHED

Esther Smitheram, Children on the Edge
United Kingdom
esthersmitheram@childrenontheedge.org
childrenontheedge.org

A model to develop the technology skills of the whole school community.

Student Agents

Finland

Student Agents equips young people to share their ICT skills with their whole school community, supporting and training teachers and students alike. This comprehensive models involves mapping out the school's digital needs, training enthusiastic students and planning and implementing day-to-day activities to optimize ICT use.

INTENDED OUTCOMES

Increases learners involvement in school development

Learners interaction skills develop

Increased opportunity to develop and share learners own competences

Effective use of technology in schools develops and increases

10–18
AGE GROUP

2013
ESTABLISHED

Timo Järvenpää, Riikka Marttinen
timo.jarvenpaa@iki.fi, riikka.marttinen@ilonait.fi
oppilasagentti.fi

How can we open leadership education to all students?

Student Government Lotteries

Bolivia

Student Government Lotteries replace student elections, giving all students an equal chance to participate in student government and develop leadership and civic skills.

INTENDED OUTCOMES

Learners understand the issues surrounding stereotyping

Young people are encouraged to become active citizens

Learners develop leadership skills

Learners develop self-esteem

Inclusion is enhanced

5–18
AGE GROUP

2014
ESTABLISHED

Democracy in Practice
Bolivia
info@democracyinpractice.org
democracyinpractice.org

Tagtiv8 games & ideas activate learning in Mathematics & English - crucial when we all face the increasing problem of sedentary lifestyles.

Tagtiv8 Active Learning

United Kingdom

As teachers & leaders, we need to look at ways we can increase and embed creative opportunities for learning. Tagtiv8's physically active learning (PAL) approaches & ideas help develop innovative ways to combine English and Mathematics with physical activity. Research by Leeds Beckett University proves that our PAL solutions tackle inactivity & obesity & impact on standards.

INTENDED OUTCOMES

Empowers teachers to develop Physically Active Learning approaches

Lowers inactivity and obesity levels

Makes learning in core subjects more active, relevant and fun

Encourages learners to be creative

Develops learners collaboration skills

3–12
AGE GROUP

2013
ESTABLISHED

Bryn Llewellyn
Wakefield
hello@tagtiv8.com
tagtiv8.com

How can simple technology close the vocabulary gap?

Talking Stickers

Canada

Bringing words to life – improve language skills for children to be ready for primary school.

INTENDED OUTCOMES

Learners develop language skills

Helps every child participate and learn through game-based learning

Access to education is increased

Parents and carers become partners in learning

Communication between school and home is improved

4–8
AGE GROUP

2015
ESTABLISHED

Lak Chinta
Canada
Lak.Chinta@AttolloSE.com
attollose.com

Children spend one day of the school week outside reconnecting to nature and themselves through innovation, imagination and creativity.

Talking Tree Hill

Auckland, New Zealand

One day spent re-imagining education a week. We restructure the school week to incorporate one day of learning outside, focusing children on becoming Outdoor Awesomepreneurs. Learning to love nature before protecting her. Focusing on skills to thrive as compassionate, conscious, creative humans. They explore and learn what makes their hearts, bodies and minds sing. Healthy children+Healthy Planet = Re-imagining Education.

INTENDED OUTCOMES

Education is re-imagined based around the wellbeing of children and teachers

Teach children to look after their minds and bodies

Ensure children spend more time outside loving nature

Help maintain a healthy planet for the future livelihood of our children

Help create net positive communities

3–18
AGE GROUP

2017
ESTABLISHED

Kirsten Simmons
Waiheke Island, New Zealand
talkingtreehill@gmail.com
kirstensimmons.co.nz

Designed and run by students, Teach the Teacher creates positive communities through student-led conversation.

Teach the Teacher

Melbourne, Australia

Written and developed by students, Teach the Teacher is a student-led professional learning program for teachers that empowers students to address issues affecting them. This program creates an inclusive culture where students lead collaborative conversations with teachers and principals in a constructive and judgement free environment.

INTENDED OUTCOMES

Student voice is encouraged

Student agency is increased

Students leadership skills are enhanced

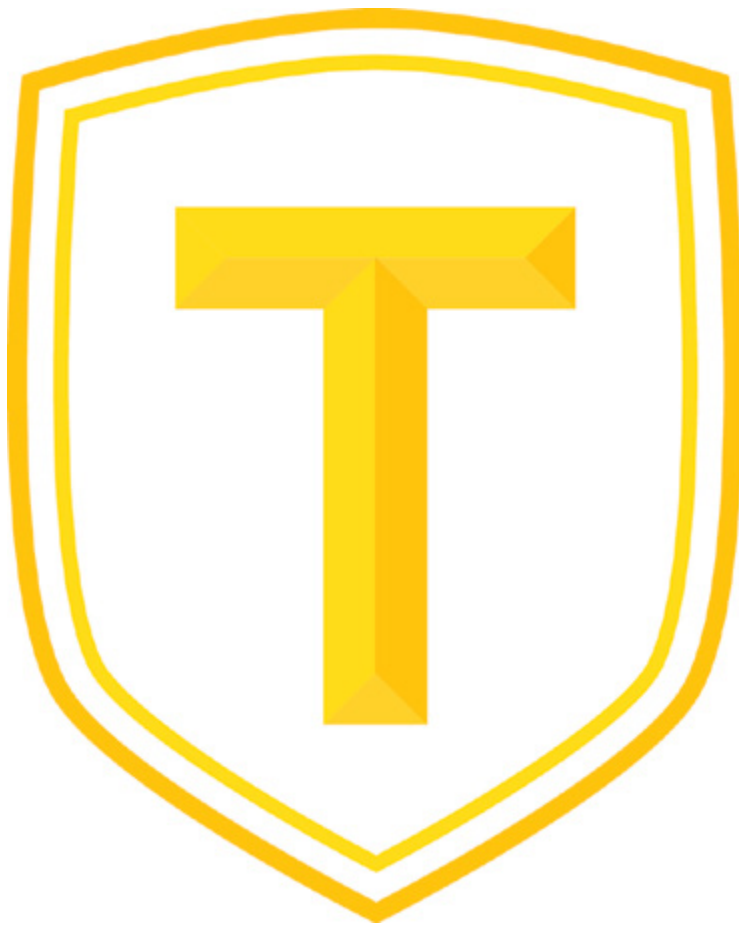Student participation increases

5–18
AGE GROUP

2014
ESTABLISHED

VICSRC
Melbourne, Australia
info@vicsrc.org.au
teachtheteacher.org.au

Teachers are the innovators education thas been waiting for.

Teacher's Guild

San Francisco, USA

To catalyze creative leadership, The Teachers Guild builds off the methods and mindsets from the Design Thinking for Educators Toolkit. It's a learner-centered approach to problem-solving that builds teachers' skills and confidence to design for the evolving needs of their students and schools.

INTENDED OUTCOMES

Builds teachers' skills and confidence to design for the evolving needs of their students and schools

Methods help to activate your expertise in pedagogy

Educators develop their ability to use empathy to identify students' needs

Students strengthen understanding through problem solving

Teachers
TARGET GROUP

2016
ESTABLISHED

Alysha English
San Francisco
aenglish@ideo.com
teachersguild.org

How can learning be transformed
by taking students into the world?

THINK
Global School

New York City, USA

THINK Global School is a travelling high school where students live and learn in four countries a year, making unforgettable connections between their education and the world around them.

INTENDED OUTCOMES

Educators develop understanding of project-based learning

Learners develop interpersonal skills

Access to personalized learning is increased

Partnerships with local communities are developed

Learners develop intercultural understanding

15–18	2004
AGE GROUP	**ESTABLISHED**

Jamie Steckart
New York City, USA
jsteckart@thinkglobalschool.com
thinkglobalschool.org

Times Tables Rockstars

United Kingdom

Times Tables Rock Stars creates confident and competent maths learners by securing the foundation of quick multiplication and division recall.

INTENDED OUTCOMES

- Helps every child participate and learn through game-based learning
- Learners develop numeracy skills
- Students motivation for learning is increased
- Learners develop understanding of number
- Learners develop self-confidence

6–14
AGE GROUP

2013
ESTABLISHED

Bruno Reddy
United Kingdom
bruno@ttrockstars.com
ttrockstars.com

We use outdoor classrooms in city parks to make a high quality preschool education affordable for all families.

Tiny Trees Preschool

Seattle, United States

Tiny Trees Preschool gives children a quality education and a joyful, nature rich childhood. By creating vibrant, outdoor classrooms in Seattle, King County, and Washington State Parks, Tiny Trees eliminates the cost of a brick and mortar facility, making preschool affordable and accessible to all families and allows us to invest in what really matters: empowering great teachers.

INTENDED OUTCOMES

A vibrant nature rich childhood is established full of play adventure and wonder

Kindergarten readiness prepares children to thrive academically

A high quality preschool education is established that is affordable for all families

Emotional social development helps children develop essential executive functions like impulse control communication and empathy

3–5	2015
AGE GROUP	**ESTABLISHED**

Andrew Jay
Seattle, Washington, USA
andrew@tinytrees.org
tinytrees.org

Trix and Trax

Caracas, Venezuela

Trix and Trax helps students discover and develop talents in arts, music, dance and sports through peer learning. These performances are shared in a controlled social media platform to be recognized amongst their peers!

INTENDED OUTCOMES

Learners develop content creation skills

Learners passion are engaged and developed

Learners develop performance skills

Learners develop self-confidence

Learners develop creativity

10–18
AGE GROUP

2012
ESTABLISHED

Lissette Rojas
Caracas, Venezuela
lissette@trixandtrax.com
trixandtrax.com

How can we measure critical thinking and problem solving skills independently from subject knowledge?

Two Rivers Assessment

Washington DC, USA

Two Rivers School have designed, tested and implemented meaningful assessment of complex cognitive skills through rubrics.

INTENDED OUTCOMES

Educators and learners can assess the development of cognitive skills

Educators and learners can utilize assessment data to target areas for improvement in their cognitive skills

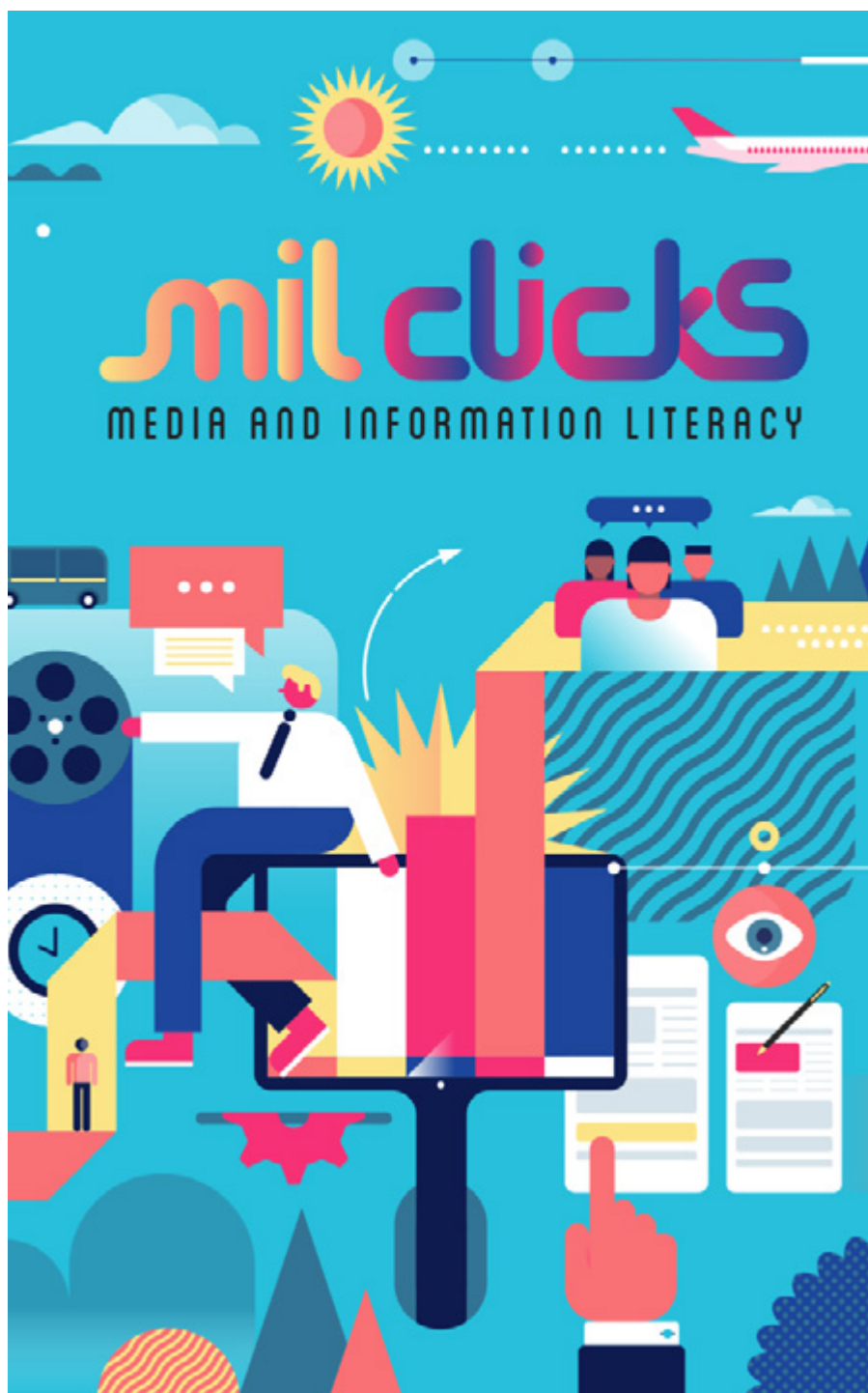Learners become more proficient in critical thinking and problem solving

5–18
AGE GROUP

2014
ESTABLISHED

Jeff Heyckwilliams
Washington DC, USA
jheyckwilliams@tworiverspcs.org
learnwithtworivers.org

MIL CLICKS is a way for people to acquire media and information literacy (MIL) competencies through through peer learning and becoming peer educators.

UNESCO Mil Clicks

Paris, France

MIL CLICKS is a way for people to acquire media and information literacy (MIL) competencies, through peer learning and becoming peer educators, in their normal day-to-day use of the Internet and social media in an atmosphere of browsing, playing, connecting, sharing, and socializing. It was launched by UNESCO and their partners.

INTENDED OUTCOMES

Learners develop media literacy skills

Young people learn how to engage critically with information, media, and technology
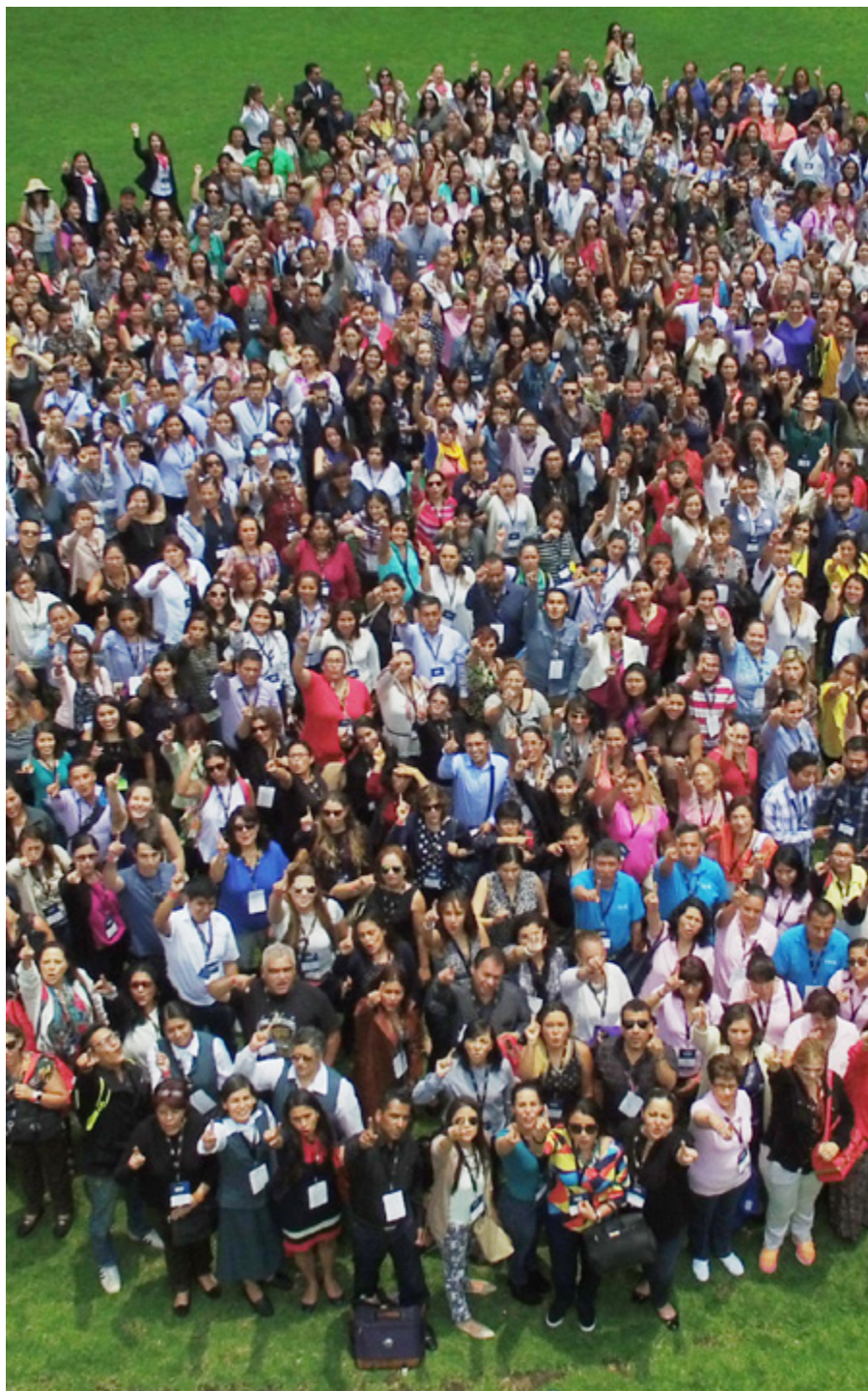
All
TARGET GROUP

2016
ESTABLISHED

Alton Grizzle
Paris, France
a.grizzle@unesco.org
en.unesco.org/themes/media-and-information-literacy

Promoting the most important educational evolution movement in Latin America.

UNOi

Mexico

UNOi is a living movement driven by people committed to educational evolution. An integrated education model of technology, learning by doing and multilingualism prepares children in a personalised approach. We are aware of the importance of developing human beings with the ability to face the challenges of real life.

INTENDED OUTCOMES

Learners develop communication skills

Students develop awareness of their role in political, ecological and social global impact

Students develop a maker and creative instinct

1–18
AGE GROUP

2011
ESTABLISHED

Karime Pulido Ramzahuer
Mexico City
kpulido@unoi.com
mx.unoi.com

How can young people find their
voice for success in school and beyond?

Voice 21

London, United Kingdom

An organization that trains, inspires and supports state schools to teach spoken communication, dialogue, and public speaking to all students and campaigns for oracy to have a higher status in the education system.

INTENDED OUTCOMES

Learners develop oracy and critical thinking skills

Learners are taught speaking skills and learn through dialogue

Learners develop self-confidence interpersonal skills and collaboration skills

Educators develop an understanding of and confidence in teaching oracy

Opportunities for socio-economic equity are enhanced

All	2015
TARGET GROUP	**ESTABLISHED**

Lizzie Lynch
United Kingdom
hello@voice21.org
voice21.org

Vroom uses the science of early learning to help parents turn everyday moments into brain building moments.

Vroom

Seattle, USA

Science shows our children's first five years of life are when they develop the foundation for lifelong learning. Every time we connect with young children, it's not just their eyes that light up--it's their brains, too. Built with insights from researchers and parents, Vroom provides science-based tools and materials that inspire families to turn everyday moments into brain-building moments.

INTENDED OUTCOMES

Inspires families to turn everyday moments into brain-building moments

Positive interactions between adults and children

Nurtures children's learning and encourages brain development

1–5
AGE GROUP

2012
ESTABLISHED

Bezos Family Foundation
Seattle, Washington, USA
elyse@bezosfamilyfoundation.org
vroom.org

World's Largest Lesson

United Kingdom

Introducing the UN's Sustainable Development Goals in a meaningful and purposeful way to bring about actionable change

INTENDED OUTCOMES

Every child know what the Global Goals Sustainable Development Goals are

Every child feels empowered take action to achieve the Global Goals

Every child takes action to create a more sustainable world

5–18
AGE GROUP

2015
ESTABLISHED

Alison Bellwood
London, United Kingdom
lesson@project-everyone.org

Education and Industry working together to promote, nurture and celebrate Design & Manufacturing.

Youth Made Initative

Malaysia

'Youth Made Initiative' is a collaboration of education and industry to help to try and contextualize Design & Technology for students. Local companies agree to help schools on a range of things - visits, work experience, live design briefs etc to help contextualize STEM education and up-skill staff and students with relevant and modern skills and knowledge required for the world of work.

INTENDED OUTCOMES

To nurture the passion in design technology in students

To make DT education relevant and real

To promote Design Technology skills in our young people

To promote Design Manufacturing in the local areas

4–18
AGE GROUP

2016
ESTABLISHED

Ryan Ball
Malaysia
youthmadeinitiative@gmail.com
youthmadeinitiative.com

Do you want to support HundrED?

As one of the global leaders in education innovation, HundrED discovers the most inspiring scalable innovations and then shares them with educators and changemakers around the world. As a Community Impact or CSR partner HundrED widens the reach, elevates partner organization's role in education innovation and amplifies the impact by making great innovations available for all, and making educators' extremely important work visible.

HundrED is a unique and effective partner for reaching forerunner educators, schools and students from every continent and making a long-lasting positive change in education.

Global Main Partners support HundrED and makes this work possible on a global scale.

Regional & Spotlight Partners support us to identify K12 education innovations on a specific region or theme.

HundrED License Partners execute localized versions of HundrED around the world.

Our goal is to be the world's leading expert on education innovations by 2020. We're creating a global community to make the world of K12 education innovation truly international. Contact us to work together: info@hundred.org.

Our partners

GLOBAL MAIN PARTNERS

SUPERCELL

REGIONAL PARTNERS

OP · Helsinki · ATLASSIAN · MUSE SCHOOL CA

OTHER PARTNERS

Education Changemakers · tr@ms · HELSINGIN YLIOPISTO HELSINGFORS UNIVERSITET UNIVERSITY OF HELSINKI · the TEACHERS GUILD

IDEO · ASHOKA · XQ The Super School Project · ASU | GSV · innovate my school · eSchool News Daily Tech News & Innovation

hundrED+

We can help you in three ways

HundrED+ offers services for education stakeholders who are interested in implementing pedagogically sound education innovations.

IDENTIFY

HundrED Spotlights

Want to know how to teach AI? Or increase the focus on sustainability in education? Wondering about the new and innovative ways to assess soft skills? Let us create a tailor-made project to find the solutions that are right for you.
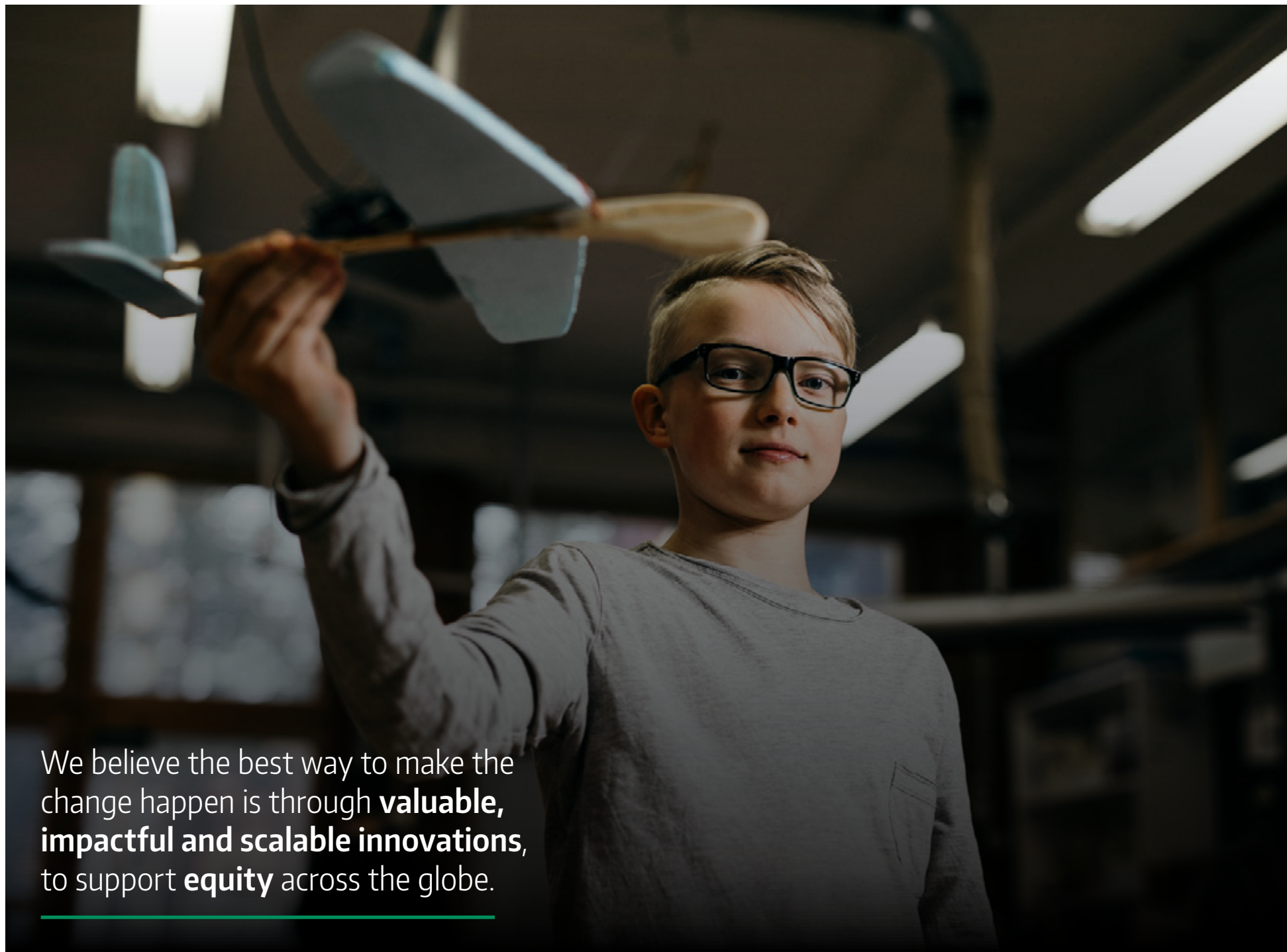
IMPLEMENT

HundrED 1234

It all comes down to great implementation. Our process consists of 4 stages:

1. **Define** (the problem)
2. **Research** (find solutions)
3. **Pilot** (select and test)
4. **Plan** (create an implementation plan)

CREATE

HundrED Studio

Sometimes there is nothing that suits your needs. In these cases we can work with you to create a brand new solution for your context.

We believe the best way to make the change happen is through **valuable, impactful and scalable innovations**, to support **equity** across the globe.

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